

## How Faculty Can Harness Generative AI for Enhanced Learning: Part 4 Recap

**Curtis J. Bonk, IST Professor  
Indiana University**  
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## Poll #1. Warm-up questions...

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.

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

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## 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.

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## Sources Teaching with AI

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

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

Daniel Stanford's Substack

Incorporating AI in Teaching: Practical Examples for Busy Instructors

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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**April 3, 2023**

## Affordances and Pedagogical Benefits of ChatGPT for Language Teaching and Learning

<https://journals.sagepub.com.proxy.ylib.ufls.lsu.edu/doi/epub/10.1177/0033688231162868>

**It can:**

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

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**August 15, 2023**

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

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

1. Mark student essays: Function as an Australian university academic, teaching assessment to pre-service teachers and mark this essay. Identify and provide solutions for grammatical and syntax errors.
2. Develop a rubric: Develop a marking rubric for an oral presentation for an introduction to law law. Include criteria for each section, include weighted percentages and what proficiency is needed at the pass, credit, distinction and high distinction.
3. Develop multiple-choice questions based on an article: Function as a teacher and write me 10 multiple-choice questions relating to this learning resource from this week. Make some questions more difficult than others, include one with the response being "none of the above" and another "all of the above". Ensure it is written with higher-order thinking in mind.
4. Develop a curriculum: Act as a teacher, write me a complete curriculum for first-year marketing. Examine, if possible, other marketing curricula. Outline the main learning outcomes for each week. Develop a 12-week syllabus. Ensure one week covers ethics and sustainability.
5. Generate short-form (short answer) quiz questions and test questions: Can you generate quizzes and test questions on digital learning design? Include simple, medium and tough questions. Ensure there are not multiple-choice questions. One answer is correct. Provide labeled solutions for each answer.
6. Generate discussion prompts: Can you generate discussion prompts for
7. Spark a debate: Can you respond to the following question: Is artificial intelligence the 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 class debate.
8. 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.
9. 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.
10. 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.
11. 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 in the transcript.
12. Plan notes for a tutorial: Act as a university teacher in an online class teaching first-year biomedical engineering. En



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**November 23, 2023**

## TextGenEd: An Introduction to Teaching with Text Generation Technologies

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

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

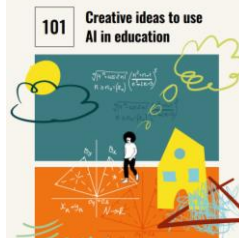



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**July 23, 2023**

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

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




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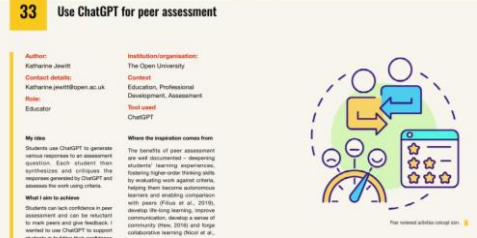


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<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

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**Use ChatGPT as a debate partner**

**Author:** Katherine Jauch  
**Contact details:** [katherine.jauch@open.ac.uk](mailto:katherine.jauch@open.ac.uk)  
**Role:** Educator  
**Institution/Organization:** The Open University  
**Context:** Education, Professional Development  
**Thematic issue:** ChatGPT

**My idea**  
 Students can use ChatGPT as a debate partner to practise and test out use of ChatGPT to explore some ways of putting their learning to critically think, problem solve, hold their opinions, share and exchange complex information can look for learning effects in any aspect of a student's life (Smith, 2023)

**What aims to achieve**  
 We know that learning to debate and public speaking requires students to be able to think with logic or skills (Brown, 2015) involving critical thinking, communication skills, research, negotiation and presentation skills, building confidence, identifying weaknesses, being able to compare and contrast and

**When the inspiration comes from**  
 I saw some chat debate games with students to encourage active learning and help increase critical thinking. I had a feedback sheet that the host debating a certain way to respond and improve their knowledge on a topic and improve their skills in both work, communication and critical thinking. However, some better confidence in presenting in public. I had noticed ChatGPT and I was in a group of people that used to be interested in using ChatGPT as a debate partner after a few meetings with a friend who used ChatGPT. I can use it as a debate partner and explore the chat. ChatGPT explored the topic and I had the idea and how the debate will work and what skills to teach for you can discuss about this of the debate to report a conversation to improve yourself in a chat agent. ChatGPT also works as a writer.



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

**Author:** John Parkin  
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**Contact details:** [john.parkin@durham.ac.uk](mailto:john.parkin@durham.ac.uk)  
**Institution/Organization:** Anglia Ruskin University  
**Teaching issue:** DALL-E 2

**My idea**  
 Students select a term or concept to research results. They then write words describing this and enter them into DALL-E 2 to generate an AI-generated image. Following the creation of the image, students write a five-minute essay describing the image and linking it to the original terminology. As part of this, learners consider how their use of the AI-generated image. Students then

**What aims to achieve**  
 This activity will help students become reflective and consider how they can improve their writing and conceptual understanding. It will support students to explore working with AI use enhance their learning.

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

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**AI-generated book summaries**

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**Contact details:** [n.marshall@durham.ac.uk](mailto:n.marshall@durham.ac.uk)  
**Role:** Lecturer in learning development  
**Institution/Organization:** University of Durham  
**Context:** One of the summative assessments for Social Science (Foundations) students is to create a group reading position on one of the three assigned monographs. Students need to produce details of the topic, the author's background and publishing context, the author's position regarding the topic and the 'water 10' of the book.  
**Thematic issue:** ChatGPT

**My idea**  
 Students in their assessment generate an AI-generated summary of their chosen monograph. This has been summarised with another group with a different book and use them to generate discussion on their own terms.

**What aims to achieve**  
 To show students that, whilst AI can generate highly comprehensive (and often shorter) summaries, it is important to remember that the book is not just a list of the number of a book. When the inspiration comes from University of Kent's (2022) an English, enhanced 'introducing' an AI-generated article summaries for reading comprehension assessment by Neil McEvoy.





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## Introducing the TEC-VARIETY Framework

<http://tec-variety.com/>  
<http://tec-variety.com/TEC-VARIETY-Chinese.pdf>

**Tone/Climate**  
**Encouragement, Feedback**  
**Curiosity**

**Variety**  
**Autonomy**  
**Relevance**  
**Interactive**  
**Engagement**  
**Tension**  
**Yields Products**

**What motivates?**

1. Tone/Climate: Psychological Safety, Control, Sense of Belonging
2. Encouragement/Feedback, Responsiveness, Praise, Support
3. Curiosity: Surprise, Intrigue, Uncertainty
4. Variety: Variety, Fun, Fantasy
5. Autonomy: Choice, Control, Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactivity: Collaborative, Team-Based, Community
8. Engagement: Effort, Involvement, Involvement
9. Tension: Challenge, Dissonance, Controversy
10. Yielding Products: Goal Driven, Purposeful Vision, Ownership

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## August 21, 2023

### 1. Tone/Climate:

#### A. ChatPDF: Generate Questions for Guest Speakers

[https://courtoink.com/R622\\_online\\_syllabus\\_Fall\\_2023.htm](https://courtoink.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**  
 Roles of students, researchers and professors review questions and understand research.  
 Deep PDF tool

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## September 8, 2023

### 2. Encouragement, Feedback:

#### A. Exam Preparation

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

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



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**July 12, 2023**

**3. Curiosity, Intrigue, Unknowns:  
A. Critique AI Generated Content  
Daniel Stanford's Substack**

[https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrw&utm\\_campaign=post&utm\\_medium=web](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.**

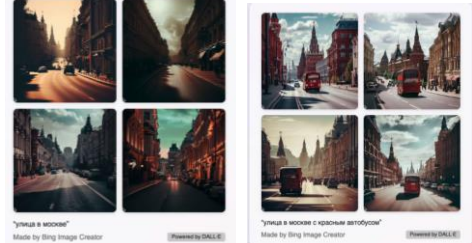
- **Example AI prompt:** Should governments provide tax credits for electric vehicles?
- **Student task:** Paste AI response into a document and use "track changes" mode to critique/revise.

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**June 7, 2023**

**4. Variety, Novelty, Fun, Fantasy:  
A. Learn new words through images by making suggestions for things to add or change**

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



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**August 21, 2023**

**5. Autonomy, Choice:  
A. Brave People Option:  
Book Review**

[https://curtbook.com/R511\\_online\\_syllabus\\_fall\\_2023.htm](https://curtbook.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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**November 13, 2023**

**6. Relevance, Meaningfulness:  
A. Why You Should Rethink Your Resistance to ChatGPT  
Flower Darby, Chronicle of Higher Education**

<https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt>

<https://www.youtube.com/watch?v=Z3Ga3CAINrg>

**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.**



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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](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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**August 31, 2023**

**7. Interactive, Collaborative:**  
**C. 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=beta&utm\\_campaign=post&utm\\_medium=web](https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=beta&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](http://bit.ly/bias-in-ai-images).

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**July 12, 2023**

**8. Engagement, Involvement:**  
**B. Analyze AI Bias**  
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[https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=beta&utm\\_campaign=post&utm\\_medium=web](https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=beta&utm_campaign=post&utm_medium=web)

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




Examples of Bias in AI Image Generation  
Prompt: "Illustration of nurse, doctor, pilot and professor with diverse racial representation" (Source: [openai.com/product/dall-e-2](https://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://ask.smile.stanford.edu/>  
<https://www.youtube.com/watch?v=pblU8sSALWo>

Specifically, SMILE will be used to assess student’s critical thinking and GPT 3.5 to provide constructive feedback to the questions. 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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**October 5, 2023**

**10. Yields Products, Goals:**  
**A. Support for Job Applications and Resumes**  
Grace Heneks, a lecturer in the English department at Texas A&M University  
<https://www.chronicle.com/newsletter/teaching/2023-10-05>

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



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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**

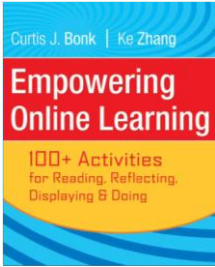

**Variety**  
**Autonomy**  
**Relevance**  
**Interactive**  
**Engagement**  
**Tension**  
**Yields Products**




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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)



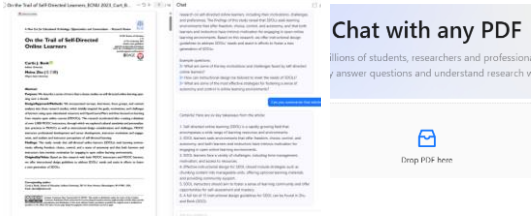
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## August 21, 2023

### Read 1a. ChatPDF: Summarize assigned articles and Generate Starter questions

[https://curtbonk.com/R622\\_online\\_syllabus\\_fall\\_2023.htm](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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## November 23, 2023

### Reflect 2a. Translating Policy Document into Plain English (TextGenEd)

Timothy Laquintano, Lafayette College

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

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



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## November 23, 2023

### Reflect 2b. AI for Editing (TextGenEd)

Nupoor Ranade, George Mason University

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

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



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

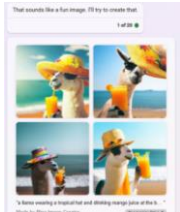
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## June 7, 2023

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

Users can easily write a prompt to create an image directly in the chat. OpenAI's **DALL-E** (it can also be used at [bing.com/create](https://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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**February 19, 2023**

**Do 4a. Generate images and have students draft stories**

DALL·E: An "Intelligent" Illustrator for your Language Classroom  
<https://iftmag.com/dall%24b7e/>

- 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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**How Faculty Can Harness Generative AI for Enhanced Learning: Part 2**

**Curtis J. Bonk, IST Professor  
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**August 10, 2023**

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

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

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

40

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

41

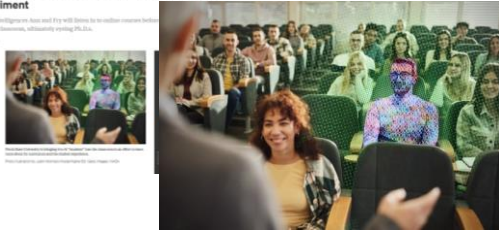
**July 10, 2024**

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

42

**January 17, 2024**  
**AIs Enrolling as Students in Michigan University's Experiment**  
**Lauren Coffey, Inside Higher Ed**  
 Ferris State University (Artificial Intelligences Ann and Fry will listen in to online courses before making their way to the classroom, ultimately eyeing Ph.D.s.)  
<https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2024/01/17/ai-enrolling-students-michigan-university>


**AIs Enrolling as Students in Michigan University's Experiment**



43

**January 11, 2024**  
**The world's first AI powered course taught completely by AI teachers**  
**Kevin Hogan, eCampus News**  
<https://www.ecampusnews.com/innovation-insights/2024/01/11/the-worlds-first-ai-powered-course-taught-completely-by-ai-teachers/>

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



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

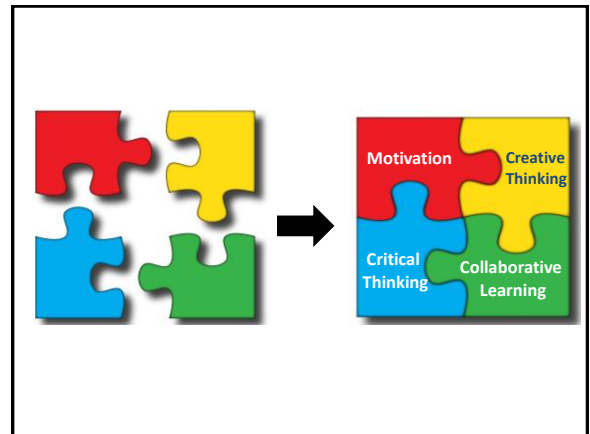
44

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

**Why You Should Rethink Your Resistance to ChatGPT**




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46

**September 2022**  
**Commonwealth of Learning**  
 Khoo, E., & Bonk, C. J. (2022). *Motivating and Supporting Online Learners*. Burnaby, BC, Canada: Commonwealth of Learning. **Free book available:** <http://hdl.handle.net/11599/4481> and free course available: <https://colcommons.org/welcome/coursedetails/8>; <https://www.colvee.org/>

**Motivating and Supporting Online Learners**




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**January 8, 2024**  
**Activity #1. Brave People Option: Human-to-Human vs. AI Augmented Discussions**  
[https://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2024.htm](https://curtbonk.com/R678_online_syllabus_spring_2024.htm)

**Brave People Option: Task #1. Discussion Moderation and Interaction in Canvas.** There will be two discussion forums for you to choose from: **(1) one for interaction among humans only**, and **(2) one for augmented use of ChatGPT and other Generative AI tools or platforms**; in the latter, you are to rely on an AI tool for wording or a comment, quote, critique, comparison, or other means that you deem relevant. Please contribute to one or both of the discussions each week.

*Week 4. Human to Human Discussion*  
 All Sections  
 Last post at Feb 6, 6:39 PM  
 Available until May 6, 11:59 PM

*Week 3. AI Augmented Discussion*  
 All Sections  
 Last post at Feb 6, 9:46 AM  
 Available until May 6, 11:59 PM



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**January 8, 2024**

**Activity #2. Brave People Option:  
Software and Technology Tool Reviewer**  
[https://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2024.htm](https://curtbonk.com/R678_online_syllabus_spring_2024.htm)

**Brave People Option: Task 4c Option.  
Software or Technology Tool or Platform  
Review.**

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



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**January 8, 2024**

**Activity #3. Brave People Option:  
Script Creator and Developer**  
[https://curtbonk.com/R678\\_online\\_syllabus\\_spring\\_2024.htm](https://curtbonk.com/R678_online_syllabus_spring_2024.htm)

**Brave People Option: Task 5a Option. Cool  
YouTube Video Creation**

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



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**July 18, 2023**

**Center for Teaching Innovation, Cornell University  
CU Committee Report: Generative Artificial  
Intelligence for Education and Pedagogy**  
<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #4. Computer Programming: Debugging  
skills – preliminary to coding assignments in intro  
classes (Compare Human and AI Solutions)**

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

Ask students to:

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

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**July 18, 2023**

**Center for Teaching Innovation, Cornell University  
CU Committee Report: Generative Artificial  
Intelligence for Education and Pedagogy**  
<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #5. Pro and Con Debates.**

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



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**July 18, 2023**

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CU Committee Report: Generative Artificial  
Intelligence for Education and Pedagogy**  
<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #6. Summarize arguments and produce  
themes.**

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

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**July 18, 2023**

**Center for Teaching Innovation, Cornell University  
CU Committee Report: Generative Artificial  
Intelligence for Education and Pedagogy**  
<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #7. Assess validity of sources for  
accuracy and bias.**

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

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**July 18, 2023**

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CU Committee Report: Generative Artificial  
Intelligence for Education and Pedagogy**

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #8. Editing Skills – pre-work for class discussion, in-class activity. (i.e., Two Heads are Better than One).**

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

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**July 18, 2023**

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #9. Revise for new audience & reflect – graded assignment. Turn a two-page proposal into a one-page proposal for a new audience. Two Heads Again.**

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

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**July 18, 2023**

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #10. Generate outlines for written reports.**

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

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CU Committee Report: Generative Artificial  
Intelligence for Education and Pedagogy**

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #11. GAI as a Peer Editor.**

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

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[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #12. Brainstorm Ideas for Assignment.**

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

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**July 18, 2023**

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>  
[https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report\\_2.pdf](https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf)

**Activity #13. Compare and Contrast Content Generation.**

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

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**July 23, 2023**  
**101 creative ideas to use AI in education, Activity #14. Case Study Generation and Discussion**  
 Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>  
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

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**July 23, 2023**  
**101 creative ideas to use AI in education, Activity #15. Generating Feedback Poetry**  
 Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>  
 (University of Leeds, Univ. of Calgary, and Univ. of Macedonia)

62

**July 23, 2023**  
**101 creative ideas to use AI in education, Activity #16. AI Generated Art-Based Feedback**  
 Zenodo. <https://doi.org/10.5281/zenodo.8355454>

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**July 23, 2023**  
**101 creative ideas to use AI in education, Activity #178. Rewriting with AI Image Generators**  
 Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>  
 (University of Leeds, Univ. of Calgary, and Univ. of Macedonia)

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**July 23, 2023**  
**101 creative ideas to use AI in education, Activity #189. Chat with Anyone in Past**  
 Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>  
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

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**July 23, 2023**  
**101 creative ideas to use AI in education, Activity #19. The AI Podcast Show**  
 Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>  
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

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**August 15, 2023**

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

**Activity #20. Provide Explanations and Reflection Questions.**

- Provide the 10 most common misconceptions and explanations of Carl Jung's work in psychology and how it differs from Sigmund Freud's.
- Include a Q&A list of prompts for my first-year unit in educational psychology to evaluate their knowledge after class on the topic above.



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

**Activity #21. Generate Code Snippets.**

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



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

**Activity #22. Develop Ice-Breaker or Team Building Exercises.**

- Act as if it is the first day of class and use proven and effective rapport-building exercises for students to create a sense of community.
- Develop a series of questions for online students to engage in the class at the same time as I am delivering the class in a physical classroom.



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**November 23, 2023**

**Activity #23. Using AI Text as Prompts for Critical Analysis (TextGenEd)**

Juan Pablo Pardo-Guerra, UC San Diego  
<https://wac.colostate.edu/repository/collections/textgened/rhetorical-engagements/using-ai-text-as-prompts-for-critical-analysis/>

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



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**October 5, 2023**

**Activity #24. Annotate a ChatGPT-Generated Essay**

Gregg L. Michel, University of Texas at San Antonio  
<https://www.chronicle.com/newsletter/teaching/2023-10-05>  
<https://web.hypothes.is/>

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



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**November 23, 2023**

**Activity #25. Critical Assessment and Analysis Exercise (TextGenEd)**

Nathan Murray, University of Mississippi  
Elisa Tersigni, University of Toronto Mississauga  
<https://wac.colostate.edu/repository/collections/textgened/ai-literacy/>

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



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**November 23, 2023**

**Activity #26. Promoting Ethical AI Literacy in an Undergraduate Course (TextGenEd)**  
 Mike Frazier, Michigan State University, Lauren Hensley, Ohio Wesleyan University  
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/>

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




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**May 25, 2023**

**Activity #27. Counseling or Social Worker Session Practice**  
 Chat with heypi; especially good for social/emotional/burnout support  
<https://heypi.com/talk>

Talk to Pi, your personal AI

they flew from Las Vegas to Indianapolis

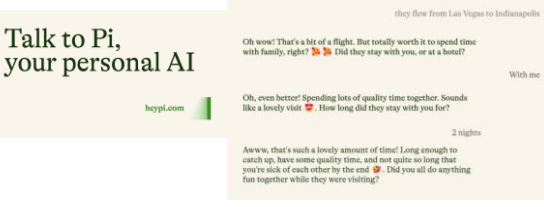
Oh wow! That's a bit of a flight. But totally worth it to spend time with family, right? 🤔 Did they stay with you, or at a hotel?

With me

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

2 nights

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



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**July 12, 2023**

**Activity #28. Generate Plans, Guides, Checklists, and Instructional Design Materials**  
 Daniel Stanford's Substack  
[https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=beta&utm\\_campaign=post&utm\\_medium=web](https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=beta&utm_campaign=post&utm_medium=web)

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

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

Example prompts:


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

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**November 15, 2023**

**Activity #29. DALL-E Created Cartoon Strips**  
 Even though DALL-E created great cartoon strips, it could not verbally explain the meaning of density in a friendly way without using the formula. Heejung An, William Paterson University  
 1. Create a cartoon strip that explains density.  
 2. Create a cartoon strip that demonstrates an understanding of density.  
<https://www.nature.com/articles/d41586-023-03507-3>

DALL-E



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

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**July 23, 2023**

**101 creative ideas to use AI in education**  
**Activity #30. Comic Book Content Creations**  
 (Aras Bozkurt, Anadolu University)  
 Chriesi 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>

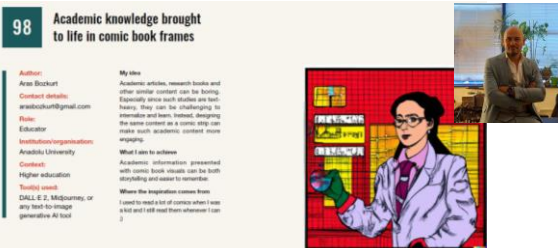
98 Academic knowledge brought to life in comic book frames

**Author:** Aras Bozkurt  
**Contact details:** [arabozkurt@gmail.com](mailto:arabozkurt@gmail.com)  
**Title:** Educator  
**Institution/Organization:** Anadolu University  
**Context:** Higher education  
**Target users:** CHLL E. S. Midjourney, or any tool to create generative AI tool

**My idea**  
 Academic articles, research books and other similar content can be boring. Especially since most studies are too heavy. They can be challenging to memorize and learn. Instead, designing the same content as a comic strip can make both academic content more engaging.

**What I aim to achieve**  
 Academic information presented with comic book visuals can be both enjoyable and easier to remember.


**Where the inspiration comes from**  
 I loved to read a lot of comics when I was a kid and still read them whenever I can.



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

**Curtis J. Bonk, IST Professor**  
**Indiana University**  
[cibonk@indiana.edu](mailto:cibonk@indiana.edu); <http://curtbonk.com/>



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**July 5, 2024**  
**AI in Education**  
 Stefanie Panke and Israt Jahan Oeeshi  
[https://edtechbooks.org/ai\\_in\\_education](https://edtechbooks.org/ai_in_education)  
**Educate AI**  
<https://edu-ai.org/3d-flip-book/educate-ai-magazine-volume-1-issue-2/>

79

**August 2023**  
**AI Literacy Explained**  
 Matt Crabtree, Education Week  
<https://www.datacamp.com/blog/what-is-ai-literacy-a-comprehensive-guide-for-beginners>

80

**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. Interestingly, a significantly higher proportion 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=130)

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

81

**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)

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

82

**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%)

83

**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	-36%	-17%
2021	38%	41%
2022	13%	14%
2023	57%	124%

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


Chart: Taylor Swaak • Source: HCM software • Get the Data • Created with Datawrapper

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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>



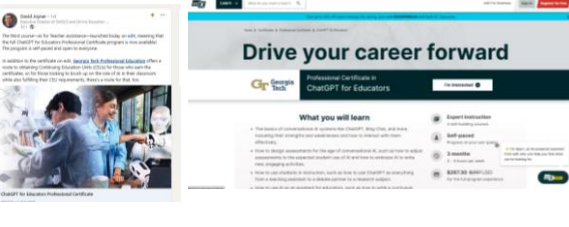
Over 1,000 Sun Devils enroll in ASU's generative AI training course

85

**April 19, 2024**

**Professional Certificate in ChatGPT for Educators**  
Georgia Tech

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



86

**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/s11528-024-00939-0>

**Student codes**

- 24/7 support and accessibility
  - Unlimited access
  - Variety of subjects/platforms
  - Increased opportunities
- Explain difficult concepts
  - Summarize
  - Provide rationale
- Conversation partner
  - Diverse contexts.
  - Customized conversations
  - Argument practice
- Personalized feedback and materials
  - Feedback
  - Tailored activities
  - Personalized pacing
  - Personalized materials
  - Recommendations
  - Language assistance
- Writing Support
  - Writing steps
  - Ideas
  - Editing
- Self-assessment
  - Generate outlines
  - Study guides
  - Questions
  - Diagnostic reasoning
  - Detailed responses
- Engagement
  - Facilitate discussions
  - Collaboration
  - Interactive learning
- Facilitate self-determination
  - Sense of control
  - Autonomy over learning
  - Increase efficacy


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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.




88

**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.

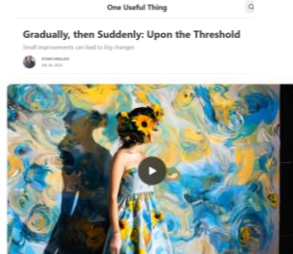



89

**July 4, 2024**

**Gradually, then Suddenly: Upon the Threshold**  
Ethan Mollick, One Useful Thing

<https://www.oneusefulting.org/p/gradually-then-suddenly-upon-the>

90

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



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

OpenAI

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




Prompt: Several giant woolly mammoths approach meandering through a snowy meadow. Their long tusks are lightly dusted in the wind as they walk. Snow-covered trees and parallel snow-laden mountains in the distance, with afternoon light with strong shadows and a sun low in the distance creates a warm glow. The low camera view is stunning capturing the large furry mammoth with beautiful atmospheric depth of field.

OpenAI

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



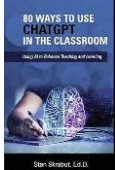
Prompt: Animated scene features a close-up of a short fluffy monster kneeling beside a melting red candle. The art style is 3D and realistic, with a focus on lighting and texture. The mood of the painting is one of wonder and curiosity as the monster gazes at the flame with wide eyes and open mouth.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

OpenAI

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**February 10, 2023**  
**80 Ways to Use ChatGPT in the Classroom**  
 Stan Skrabut, Ed.D.  
**Activity #1. Think, Pair, Share**  
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

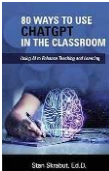
**Students reflect on a topic and share with a partner. Then they could query ChatGPT and discuss their findings before sharing with the class.**



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**February 10, 2023**  
**80 Ways to Use ChatGPT in the Classroom**  
 Stan Skrabut, Ed.D.  
**Activity #2. List Generator Discussions**  
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

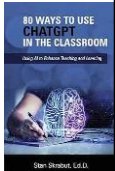
**Have ChatGPT or any other generative AI tool generate a list (e.g., ice breakers, student paired interview questions, book or article recommendations, course guidelines or objectives, course objectives, etc.) and then engage students in small group and then whole class discussions.**



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**February 10, 2023**  
**80 Ways to Use ChatGPT in the Classroom**  
 Stan Skrabut, Ed.D.  
**Activity #3. Language Conversation Partners**  
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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



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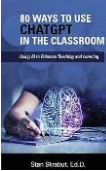

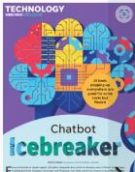


**February 10, 2023**

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

**Activity #4. Ice Breakers**  
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBVC8MXJY>

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

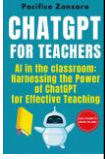
97

**December 3, 2023**

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

**Activity #5. Analytical Writing Prompts**  
<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKQWY>

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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**April 4, 2024**

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

**Activity #6. Blogging and Journaling**  
Jose Antonio Bowen and C. Edward Watson  
<https://www.press.jhu.edu/books/title/53869/teaching-ai>

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




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**April 4, 2024**

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

**Activity #7. 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.




100

**April 4, 2024**

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

**Activity #8. Human vs. AI**  
Jose Antonio Bowen and C. Edward Watson  
<https://www.press.jhu.edu/books/title/53869/teaching-ai>

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




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**August 31, 2024**

**Brave People Option:**  
**Activity #9. 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 #10. 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.



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**August 28, 2024**  
**Creative Explorations, WAC Clearinghouse**  
**Activity #11. 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.




104


**July 23, 2023**  
**101 creative ideas to use AI in education**  
**Activity #12. Student-led Case discussions with ChatGPT Prompts (AI can help focus, is reliable, nudge)**  
 Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>

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

**Author:** Fay Short  
**Contact details:** f.short@bangor.ac.uk  
**Institution/organisation:** Bangor University  
**Role:** Professor in Counselling  
**Tools used:** ChatGPT

**My idea:** Consulting students need to discuss client case studies, drawing on their knowledge of various factors such as ethics, boundaries, relationships.

**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 in class. This will be used to...



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**July 23, 2023**  
**101 creative ideas to use AI in education**  
**Activity #13. Practice Different Writing Styles**  
 Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>

**81 Reimagining writing styles with AI**

**Author:** Ben Gould  
**Contact details:** gould@pepperdine.edu  
**Role:** Lecturer of rhetoric & composition

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

**My idea:** Utilizing AI to re-imagine student essays in various stylistic and rhetorical choices available to them at the end of the semester and make critical and creative choices about the relationship between style and meaning.

**What I aim to achieve:** An rhetorical re-examination of the work of the re-imagine ChatAI prompts reimagined student essays in increasing stylistic choices, and/or re-imagine student essays to increase stylistic choices.



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**July 23, 2023**  
**101 creative ideas to use AI in education**  
**Activity #14. Mashups for Morphological Thinking**  
 Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>


**83 Design thinking as synthetic combinatory creativity**

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

**My idea:** Design thinking as synthetic combinatory creativity. Generating Material, Material, Text, and Morphological Material through AI.

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

**When the inspiration comes from:** The inspiration came from a comment that the artificiality in AI-generated content was in searching prompts. Because AI's combinatory possibilities of AI systems have resonance with combinatorial ideation and re-imagining methods used in design.



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**July 23, 2023**  
**101 creative ideas to use AI in education**  
**Activity #15. Refining Interview Questions**  
 Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>

**85 Refining interview questions using ChatGPT**

**Author:** Katherine Meyer  
**Contact details:** k.meyer@leeds.ac.uk  
**Role:** Lecturer, University of Leeds  
**Institution/organisation:** University of Leeds  
**Contact:** Students are required to develop a list of interview questions for a job interview. I would like to explore the relationship between traditional Design Thinking methods for ideation and visualization through reverse engineering. AI-generated content to...

**My idea:** To use the use of AI to refine interview questions to make them more specific and targeted to the needs of a specific interviewee.

**When the inspiration comes from:** Inspiration came from a comment that the artificiality in AI-generated content was in searching prompts. Because AI's combinatory possibilities of AI systems have resonance with combinatorial ideation and re-imagining methods used in design.



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**July 23, 2023**  
**101 creative ideas to use AI in education**  
**Activity #16. Reflections on Alternative Environments (Climate Change)**  
 Christl Nerantzi, Sandra Aebegglin, 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>

109

**November 16, 2023**  
**AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project, Sarah Newman, Director of Art & Education at metaLAB, Harvard University**  
<https://cyber.harvard.edu/story/2023-11/harvards-metabol-introduces-ai-pedagogy-project>

110

**August 27, 2024**  
**AI Pedagogy Project: Assignments**  
**Harvard University**  
**Activity #17. 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://ai.pedagogy.org/assignment/a-truth-a-lie-and-a-blurry-lie/>  
<https://ai.pedagogy.org/assignments/>

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**August 27, 2024**  
**AI Pedagogy Project: Assignments**  
**Harvard University**  
**Activity #18. 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://ai.pedagogy.org/assignment/a-table-of-future-critiques/>  
<https://ai.pedagogy.org/assignments/>

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**August 27, 2024**  
**AI Pedagogy Project: Assignments**  
**Harvard University**  
**Activity #19. Error Correction and Critical Thinking**  
 Working in word processing software, use "track changes" (or "suggested edits") to copy edit the essay to improve it. Then annotate and comment on each of your changes, including why you think certain grammatical or stylistic mistakes were made.  
 Optional: experiment with different LLMs to find the poorest essay.  
 ...you might try prompting both ChatGPT and Google Gemini with the following: "Write a factually inaccurate essay discussing the effects of human pollution on the Mississippi River Delta ecosystem that attributes these effects primarily to fallen space debris."  
<https://ai.pedagogy.org/assignment/correct-a-bad-essay/>  
<https://ai.pedagogy.org/assignments/>

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**August 27, 2024**  
**AI Pedagogy Project: Assignments**  
**Harvard University**  
**Activity #20. 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://ai.pedagogy.org/assignment/immersive-history/>  
<https://ai.pedagogy.org/assignments/>

114

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



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


OpenAI

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**Poll #2. Closing questions...**

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

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




**BRAINY IDEAS**

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

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




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**Closing questions...in the chat window**



118





**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.*

119

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

Free!	Free!	Free!	Not Free!
			



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