

Using AI in Academic Writing and Publishing

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Poll #1. Warm-up questions...

How often do you use **ChatGPT** or other Generative AI tools to find resources for your writing?

- a. Lots 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.



2

Poll #2. Warm-up questions...

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3

July 26, 2023

GPT-4 Can Already Pass Freshman Year at Harvard
 Maya Bodnick, The Chronicle of Higher Education
<https://www.chronicle.com/article/gpt-4-can-already-pass-freshman-year-at-harvard>



4

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-bots-are-reviewing-their-work>



5

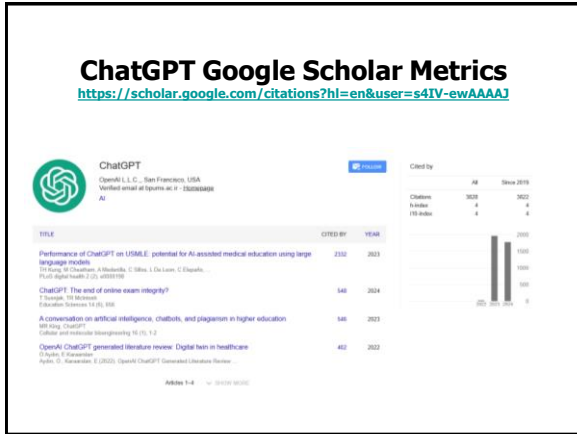
Artificial Intelligence (AI) and Writing

- **AI-assisted technologies**
 - Large Language Models (LLMs), Chatbots, and image creators, such as ChatGPT.
- **Ethics guidelines about AI-assisted technologies.**
 - **AI-assisted tools should not be listed as authors or co-authors (because they cannot take responsibility for what it has produced)**
 - Authors should report the use of AI-assisted tools for content creation in cover letters, acknowledgments, or methods sections.
 - Editors and reviewers should note any use of AI-assisted tools to generate reviews and correspondence.

(Elsevier, 2023; JAMA-network, 2023; Sage, 2023; Science, 2023; WAME, 2023)

9/28/2024

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Artificial Intelligence (AI) and Writing (Cont.)

- The use of AI-assisted technologies**

Should	Shouldn't
<ul style="list-style-type: none"> Used to improve readability and language of the work through word-processing tasks (i.e., grammar-checking and word-processing) Under human oversight and control All AI-generated work should be reviewed and edited carefully 	<ul style="list-style-type: none"> To create or alter images in submitted work (with exception*) Format references or summarize complex information without checking its accuracy

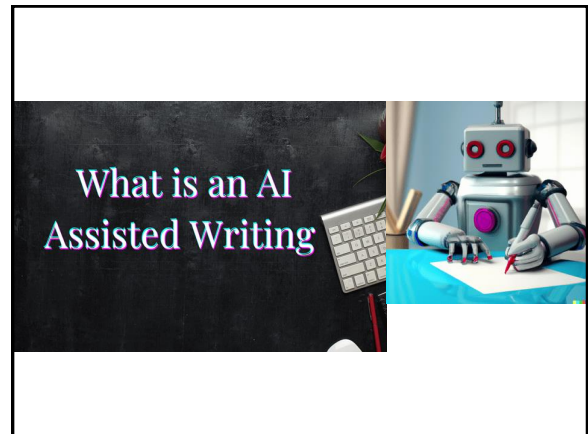
(Elsevier, 2023; IJMA Network, 2023; Sage, 2023; Science, 2023; WAME, 2023)

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Ethics and Citation

- Ethnic Risks**
 - In writing**
 - Distribute misleading or incorrect information in the scholarly literature
 - Hinder creativity and differentiation in writing styles
 - In peer-review process**
 - Confidentiality breach issue
 - Copyright issue
- Citation**
 - Follow author guidelines to assert no plagiarism in their work, including in text and images produced by the AI.**
 - Authors must ensure appropriate attribution of all quoted material, including full citations.**

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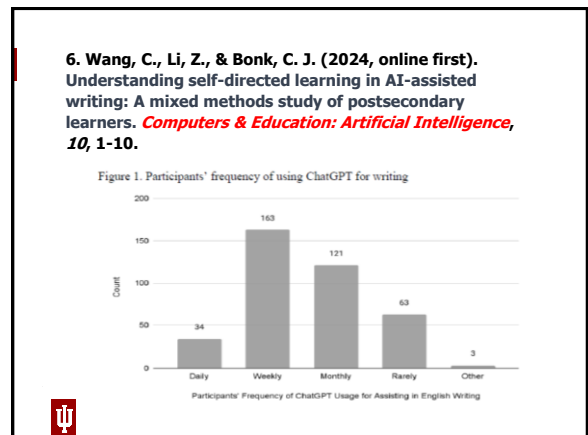
10

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10. (384 survey responses and 10 interviews)

Demographic Information of Participants

Participant pseudonyms	Age	Gender	Current education level	Target language	Frequency of using ChatGPT for language learning
Anastasia	31	Female	Graduate degree	Spanish	Weekly
Bonnet	31	Male	Graduate degree	Spanish	Daily
Chandler	41	Male	Graduate degree	Spanish	Weekly
Danielle	29	Female	Undergraduate	Hebrew	Weekly
Elliot	35	Male	Graduate degree	Spanish	Weekly
Fallon	40	Female	Undergraduate	Spanish	Weekly
Giovanni	45	Male	Undergraduate	Spanish	Daily
Howard	24	Male	Undergraduate	French	Weekly
Ivan	41	Male	Graduate degree	Brazilian Portuguese	Weekly

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12

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Table 1. Mean score and standard deviation of the specific components of participants' writing facilitated by ChatGPT

Items	Mean	SD
1. I use ChatGPT to help brainstorm ideas for writing.	4.23	0.96
2. I use ChatGPT to help with outlining.	4.06	1.14
3. I use ChatGPT to help translate my ideas and thoughts into written words.	3.96	1.09
4. I use ChatGPT to improve my wording, sentence structure, or grammar.	4.10	1.10
5. I use ChatGPT to check the cohesion or connection among sentences.	3.82	1.22
6. I use ChatGPT to improve the structure of my writing.	4.05	1.04
7. I use ChatGPT to improve the content or ideas of my writing.	3.93	1.11
8. I use ChatGPT to check if my writing matches my goals or the requirements of an assignment.	3.60	1.37



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6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Table 2. Mean score and standard deviation of the survey items related to participants' motivation

Items	Mean	SD
1. I have motivation to learn writing with ChatGPT.	3.85	1.08
2. I have a need to learn writing from ChatGPT.	3.28	1.34
3. I enjoy learning new information related to writing through ChatGPT.	3.97	0.94
4. I need to know the deeper reasons for the writing feedback provided by ChatGPT.	3.29	1.24
5. I like to share my ChatGPT learning experience about writing with others.	3.24	1.3



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6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Table 3. Mean score and standard deviation of the survey items related to self-management

Items	Mean	SD
1. I carry out my own study plan while using ChatGPT for learning English writing.	3.77	1.15
2. I seek assistance when facing English writing problems.	3.74	1.15
3. I manage my time well while using ChatGPT to assist my English writing.	4.03	0.93
4. I set up my writing learning goals when using ChatGPT.	3.48	1.33
5. I have high expectations for my writing performance while using ChatGPT.	3.88	1.07
6. I apply a variety of strategies to use ChatGPT to facilitate my English writing.	3.87	1.02
7. I am organized while learning writing with ChatGPT.	3.89	0.97
8. I can direct my own English writing learning progress while using ChatGPT.	4.08	0.88
9. I am not distracted by other online activities (e.g., WhatsApp, Instagram, Facebook, etc.) while using ChatGPT to learn English writing.	3.28	1.34
10. I review the writing materials provided by ChatGPT based on my needs.	4.00	0.95
11. I am responsible for my own learning about writing with ChatGPT.	4.13	0.78



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Table 4. Mean score and standard deviation of items related to participants' self-monitoring

Items	Mean	SD
1. I critically evaluate new ideas related to writing learning provided by ChatGPT.	2.10	0.91
2. I ask follow-up questions regarding writing learning with ChatGPT.	2.09	1.00
3. I am able to integrate the writing knowledge I learned with ChatGPT with my work or life.	2.16	0.90

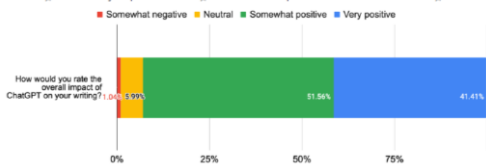
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16

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

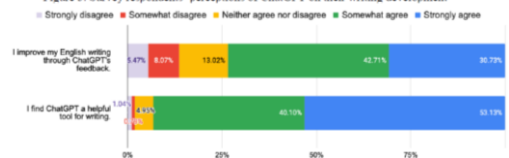
Figure 2. Survey respondents' rating of the overall impact of ChatGPT on their writing



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6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

Figure 3. Survey respondents' perceptions of ChatGPT on their writing development



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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>

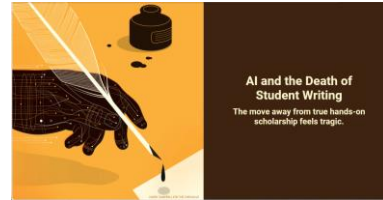


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June 7, 2024

AI and the Death of Student Writing

Lisa Lieberman, Chronicle of Higher Education
<https://www.chronicle.com/article/ai-and-the-death-of-student-writing>



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August 6, 2024

There's a Tool to Catch Students Cheating With ChatGPT.

OpenAI Hasn't Released It.
 Deepa Seetharamon and Matt Barnum, The New York Times
<https://www.nytimes.com/2024/08/06/ai-chatgpt-cheating-ai.html>



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Gen AI Idea #1. Peer Editor

- A. Ask GAI to offer constructive feedback on your writing (grammar, spelling errors, and typos), with specific suggestions for where and how to make improvements in grammar, logic, and flow (tailor this prompt to your desired outcomes).
- B. Review the GAI feedback and make edits.
- C. 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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Gen AI Idea #2. Gen AI Expert Editing and Annotations on Drafts

- A. Ask GAI to annotate the text you have created with specific suggestions for improvement such as grammar, logic, and flow (tailor this prompt to your desired outcomes).
- B. Review the GAI annotations and accept or reject.

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Gen AI Idea #3. Summarize Arguments in research articles and produce themes

- A. Use GAI to summarize an article or meeting transcript into key themes.
- B. Then produce a memo that prioritizes the themes and adds contextual information on power dynamics or other relevant background information.
- C. Students critically analyze the usefulness of AI in the writing process.

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Gen AI Idea #4. Brainstorm Ideas for your writing task

- A. Use GAI to brainstorm ideas for the paper that is relevant (e.g., topics for a research paper, research study ideas, etc.) .
- B. Evaluate the ideas based on the established criteria.
- C. Further develop their preferred idea and complete the assignment.

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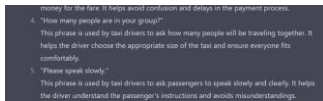
Gen AI Idea #5. Assess validity of sources for accuracy and bias

- A. Use GAI to find sources for an assignment relevant to the course.
- B. Review sources, evaluating the usefulness and relevance to the assignment.
- C. Conduct a similar search.
- D. Produce an annotated bibliography that assesses the quality, relevance, and reliability of GAI and library sources.

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Gen AI Idea #6: Ask GEN AI to produce glossary of terms from key articles ChatGPT for language learning – All the prompts you need

Theodosia Karageorgakis, Educraft
<https://educraft.tech/chatgpt-in-the-language-learning/>



Glossaries

We could also ask ChatGPT to generate a glossary for the online course. Let's build up on the previous prompt.

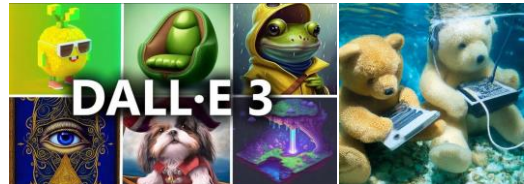
Now, I want you to create a glossary of the 10 most common phrases taxi drivers need. Use simple language (A1 level) to explain the various phrases.

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Gen AI Idea #7. Ask DALL-E to Generate figures and images of one's data or findings

DALL·E: An "Intelligent" Illustrator for your Language Classroom
<https://ftmag.com/dall%20e/>

- Ask DALL-E to generate a specific image or figure.



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Gen AI Idea #8. Using AI Text as Prompts for Critical Analysis or Text Suggester

Have Gen AI suggest snippets of text that are relevant for your paper, but you must review, revise, and restate anything that is selected.

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Gen AI Idea #9. Multiple Brainstormed Lists or Text

Have three different Generative AI tools generate text for a writing project. Compare and contrast them and check for misinformation, then consider using common themes as starter text.

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**Gen AI Idea #10.
Practice Different Writing Styles**

Ask ChatGPT to compose the first and last paragraphs of a research manuscript in different 2 or 3 or 4 different writing styles or voices. Select one or two as starter text that you rewrite.

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**Gen AI Idea #11.
ChatGPT as a Summary and Synthesis Tool**

Ask Gen AI to create summaries or a synthesis of the key articles found in different format such as tables, lists, or text, or ask it to create 1-2 figures that best represent the information in each key article found.

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**Gen AI Idea #12.
Proposal Writing Starter Text**

Ask Gen AI to create sample grant, conference, or special journal issues proposals for different audiences. Read the proposal and rewrite the entire document in your voice and with your interests and ideas. Critically analyze how GAI shortened the work given the new audience.

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**Gen AI Idea #13.
Draft Manuscript Outlines and Key Points
Based on Topic**

Have GAI to assist them in generating an outline for report. Emphasize that GAI should be used as a tool for inspiration and guidance, rather than relying solely on its suggestions. Students modify and improve their outline, then evaluate it based on their logical structure, coherence, and adherence to the assignment requirements.

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**Gen AI Idea #14.
Visual Comparison Between Drafts**

Ask Gen AI to create one of more visual representations between various manuscript drafts (e.g., outlines, mind maps, flowcharts, etc.).

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**Gen AI Idea #15.
Simplify and Clarify Text**

Ask Gen AI to simplify sentences in a manuscript and paraphrase provided text into multiple alternatives.

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Gen AI Idea #16. Dictionaries and Glossaries

Ask Gen AI to create a list of words related to a particular topic. It might also create examples of word use in a context and additional examples of those words with specific meaning. In effect, Gen AI can be useful referenceware.

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Gen AI Idea #17. Find and Simplify Articles to Read

Ask Gen AI to put difficult research and concept papers into a more readable format. It can be customized to one's preferred reading level and preferred topics areas.

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Gen AI Idea #18. Audience Suggestion for Writing



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Gen AI Idea #19. Audience Suggestion for Writing



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Gen AI Idea #20. Audience Suggestion for Writing



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August 17, 2023 How to Write a Paper with ChatGPT | Tips & Examples

<https://www.scribbr.com/ai-tools/chatgpt-research-paper/>

How to Write a Paper with ChatGPT | Tips & Examples

Published on August 17, 2023 by Koen Driessen. Revised on November 16, 2023.

A good research paper demonstrates your academic writing skills and knowledge of your chosen topic.

Your research paper should be based on in-depth independent research. However, generative AI tools like ChatGPT can be effectively used throughout the research process to:

- Brainstorm research questions
- Develop a methodology
- Create an outline
- Find sources
- Summarize and paraphrase text
- Provide feedback


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September 18, 2023
How to use ChatGPT to do research for papers, presentations, studies, and more
Sabrina Ortiz, zdnet
<https://www.zdnet.com/article/how-to-use-chatgpt-to-do-research-for-papers-presentations-studies-and-more/>

How to use ChatGPT to do research for papers, presentations, studies, and more

Never spend a second aimlessly scrolling on Google for sources again.

Written by Sabrina Ortiz, Editor
 Sept. 18, 2023 at 1:37 p.m. PT




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September 18, 2023
How to use ChatGPT to do research for papers, presentations, studies, and more
Sabrina Ortiz, zdnet
<https://www.zdnet.com/article/how-to-use-chatgpt-to-do-research-for-papers-presentations-studies-and-more/>

1. Brainstorm

When you're assigned research papers, the general topic area is generally assigned, but you'll be required to identify the exact topic you want to pick for your paper or research. ChatGPT can help with the brainstorming process by suggesting ideas or even tweaking your own.




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2. Generate an outline

Once you have selected a topic, you can ask ChatGPT to generate an outline, including as much detail for your assignment as possible. For this example, I used the first topic that ChatGPT suggested in the previous step.

My prompt: Can you give me an outline for a research paper that is ten pages long and needs to use five primary sources on this topic, "The Printing Press and the Spread of Knowledge?"



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3. Tell ChatGPT your topic and ask for sources

Now that you have a topic and outline established, you can ask ChatGPT about the topic of your project and ask it to deliver sources for you.

My prompt: Can you give me sources for a ten-page long paper on this topic, "The Printing Press and the Spread of Knowledge?"

ChatGPT outputs a list of five primary and five secondary sources that you can include in your paper. Remember, because ChatGPT can't give you internet links, you will need to seek out the specific resources on your own, whether that's Googling or visiting your school library.



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<https://www.zdnet.com/article/how-to-use-chatgpt-to-do-research-for-papers-presentations-studies-and-more/>

4. Describe a specific idea and ask for sources


Instead of describing the whole topic, you can also use a chatbot to find sources for a specific aspect of your paper.

Also: How (and why) to subscribe to ChatGPT Plus

For example, I asked ChatGPT for sources for a specific bullet in the paper outline that it generated above.

My prompt: Can you give me sources for the social and intellectual climate of when the printing press was generated?

As in the prior example, ChatGPT generated five primary and five secondary resources for the topic.



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5. Ask for examples of a specific incident

I use this prompt a lot in my workflow because I can sometimes remember that something specific happened, but can't pinpoint what it was or when it happened.

This tool can also be used when you need to find a specific example to support your topic.

Also: How to use ChatGPT to write an essay

In both cases, you can ask ChatGPT to help you identify a specific event or time period, and incorporate those details in your article.

In our essay example, if I wanted to include a rebuttal and delineate a time when implementing technology had negative impacts, but couldn't think of an incident on my own, I could ask ChatGPT to help me identify one.



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Recent Publications

1. Li, B., Kou, X., & Bonk, C. J. (2023). Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. *Languages*, 8, 197. <https://doi.org/10.3390/languages8030197>

2. Li, B., Bonk, C. J., & Kou, X. (2023). Exploring the multilingual applications of ChatGPT: Uncovering language learning affordances in YouTube videos. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 13(1), 1-22. <http://doi.org/10.4018/IJCALLT.326135>



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Recent Publications

3. Li, B., Wang, C., Bonk, C. J., & Kou, X. (Online First). Exploring inventions in self-directed language learning with generative AI: Implementations and perspectives of YouTube content creators. *TechTrends*.

4. Li, B., Bonk, C. J., Wang, C., & Kou, X. (2024). Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis of language learning. *IEEE: Transactions on Learning Technology*, 17, 1515-1529.



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December 24, 2022

Will AI change the future of language learning? | ChatGPT

Grace Guo, Mandarin Chinese, Tom Gally Japanese
<https://www.youtube.com/watch?v=WNfmUGibVbE>

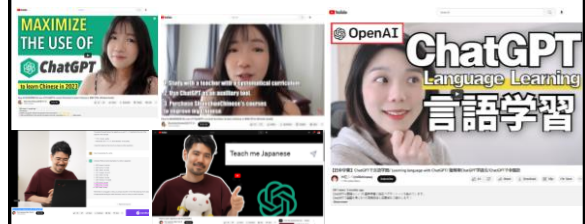


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June 17, 2023, YouTubers using ChatGPT

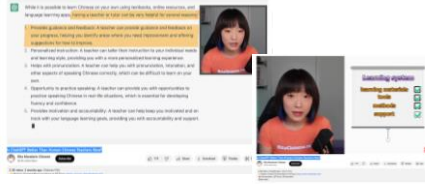
How to MAXIMIZE the use of ChatGPT's current functions to learn Chinese in 2023 (The Ultimate Guide)

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



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June 17, 2023, YouTubers using ChatGPT Is ChatGPT Better Than Human Chinese Teachers Now? Rita Mandarin Chinese
<https://www.youtube.com/watch?v=TzFepHKifGo>



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facilitating language learning in various tasks and aspects. Listed below are nine highlights from the videos included in this study.

1. ChatGPT is highly accurate in producing language output. It produces text that is grammatically correct and natural sounding in various languages;
2. Correction of mistakes: ChatGPT can help correct grammar mistakes, spelling errors, and any kind of typo in input text;
3. Quizzes and Language Games: ChatGPT can provide quizzes and other forms of assessment, including playing language games to help with learning and reinforce vocabulary and grammar rules;
4. Vocabulary learning: ChatGPT can be used as a dictionary and can produce a list of words related to a particular topic, as prompted. ChatGPT is especially useful in providing explanations of words in a context and in providing more examples with that specific meaning;
5. Personalized learning: ChatGPT can provide reading materials that are customized to users' preferred topics and reading proficiency levels;
6. ChatGPT is very often found to be useful in practicing conversations in various scenarios as specified by the learner when the prompt is properly engineered;
7. Writing skills: ChatGPT can generate essay outlines and provide writing prompts, and can improve writing styles by simplifying sentences and paraphrasing the provided text into multiple alternatives, which is especially helpful for non-native speakers;
8. Writing models: ChatGPT can write in different literature genres, such as in Shakespeare's style, especially for English writing, thereby providing useful models, examples, and instructional scaffolds.

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RQ2: How do content creators describe current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Benefits of ChatGPT

1. Providing **optimization and enhancement** of language learning platforms as an **augmentative learning device**.
2. **Assistance with general questions, vocabulary building, writing tasks, language practice, test preparation, annotating texts, translations, and personalized learning.**
3. Acting as an **accessible and affordable 24/7 tutor** providing relevant information to users as it learns from their interactions.
4. **Engaging in conversations and practicing the language in a safe and comfortable environment** without fear of judgment or mistakes.
5. Being especially **beneficial for students who struggle** with traditional teaching methods or **have special learning needs**.

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RQ2: How do content creators describe their current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Benefits of ChatGPT

6. Creating **bespoke content** such as **learning texts, worksheets, and lesson plans**.
7. Helping with **job interviews in a foreign language** and **practicing conversation** by generating responses to questions.
8. Providing **highly tailored content** and **transforming** how individuals **learn languages**.
9. Enhancing the language learning experience by **fostering learner motivation, improving efficiency, and promoting attentiveness** and observation skills
10. Creating an **engaging and accessible learning environment** that makes language education more enjoyable and readily accessible for learners.
- 11 **Reducing the workload** of language teachers.

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4. Li, B., Bonk, C. J., Wang, C., & Kou, X. (2024). Reconceptualizing the self-directed language learning in the era of generative AI: An exploratory analysis of language learning. *IEEE: Transactions on Learning Technology, 17*, 1515-1529.

TABLE I
Nonnative Instructors' Characteristics: Demographics

Instructor	Subscribers as of July 5, 2023	Target Language Learning/Teaching	Establishing on YouTube
Lina Kim	2,006	Chinese	Mandarin Teacher
Carla	5,405	Spanish, Portuguese, Korean, Latin, French, German, Mandarin, Italian, Serbian, Urdu, Spanish, Urdu	Polylingua Author
Chay Whitson	12,442	English	English Teacher
Laura & Fabrice	18,702	Portuguese, English, Russian, Spanish, German, Italian, Polish, Ukrainian, Thai, Armenian, Turkish, Mandarin	Polylingua Teacher
Elizabeth & Matthew	1294	French	French Teacher
Mark Bruce	7,174	Brazilian Portuguese	Software Engineer
Jo Gallego	16,198	English	Language Learner
Beauval	18,108	English/Spanish, French, Spanish and self-published (non-speaker)	English teacher trainer
Polylingua/Paula	12,442	Spanish, English, Italian and Esperanto	English teacher trainer
Rita Kimura	1,048	German	German Teacher
Alan Gully	307	Japanese	Professor/Japanese learner
Oliver Wang	17,143	Chinese	Language Learner
David Schreiner	2,884	English, French, Italian, Danish, Spanish	Language Teacher
Eric Williams	12,108	Spanish, Japanese	Polylingua Product Manager
Chay	22,702	Spanish	Language Learner/Polylingua
Laura Kim	5,702	Spanish	Spanish Teacher/Polylingua
Public Korean	1174	Spanish	Spanish Teacher
Colleen	799	Korean, French and Spanish	Language Learner
Collette Intelligence	1,476	French, English, German, Spanish	Polylingua Teacher/Polylingua

59

RQ2: How do content creators describe their current practices of using ChatGPT in language ed?

Q2a. How do they perceive the potential benefits and drawbacks of incorporating ChatGPT in language learning?

Drawbacks of ChatGPT

1. Lack of emotional or empathetic responses.
2. Limited creativity.
3. Lack of context awareness.
4. Potential of generating inaccurate or inappropriate responses.
5. Incomplete information.
6. Repetition of information.
7. Potential for bias.
8. Inability to learn beyond its training data which goes up until 2021.
9. Potential misuse for malicious purposes.
10. Syntax and grammatical errors.
11. Does not provide much opportunity for speaking practice.

60

Li, B., Kou, X., & Bonk, C. J. (2023). Embracing the disrupted language teaching and learning field: Analyzing YouTube content creation related to ChatGPT. *Languages*, 8, 197. <https://doi.org/10.3390/languages8030197>

Concerns of ChatGPT

1. The danger of being too dependent on ChatGPT for writing essays and creative writing;
2. Potentially replacing human workers;
3. Creating competition, insecurity, and fear;
4. Data privacy;
5. No connection between the rapid development of AI and the growth of human language faculty.

61

Recent Publications

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180.

6. Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10.

62

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (276 survey respondents, 11 interviews in the USA)

Figure 1
Frequency Of Using ChatGPT To Facilitate Language Learning

How often do you use ChatGPT to facilitate your language learning?

Frequency	Percentage
Daily	16.61%
Weekly	46.20%
Monthly	23.91%
Rarely	11.50%
Never	0%

63

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (384 survey responses and 10 semi-structured interviews)

Demographic Information Of Participants

Participant pseudonyms	Age	Gender	Current education level	Target language	Frequency of using ChatGPT for language learning
Annela	31	Female	Graduate degree	Spanish	Weekly
Bennett	31	Male	Graduate degree	Spanish	Daily
Chandler	41	Male	Graduate degree	Spanish	Weekly
Danielle	29	Female	Undergraduate	Hebrew	Weekly
Elliott	35	Male	Graduate degree	Spanish	Weekly
Fallon	40	Female	Undergraduate	Spanish	Weekly
Giovanni	45	Male	Undergraduate	Spanish	Daily
Howard	24	Male	Undergraduate	French	Weekly
Ivan	41	Male	Graduate degree	Brazilian Portuguese	Weekly

64

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (384 survey responses and 10 semi-structured interviews)

Descriptive Statistics on Motivation Items

Statement Item	Mean	SD	Variance
I enjoy learning new information related to language through ChatGPT.	4.21	0.78	0.61
I have motivation to learn a language with ChatGPT.	4.01	0.93	0.86
I want to learn new ideas related to language learning brought up by ChatGPT.	3.94	0.99	0.99
I have a need to learn a language with ChatGPT.	3.43	1.22	1.49
I need to know the deeper reasons for the language feedback by ChatGPT.	3.43	1.13	1.28
I like to share my ChatGPT language learning experiences with others.	3.37	1.17	1.37

65

5. Li, Z., Wang, C., & Bonk, C. J. (2024). Exploring the utility of ChatGPT for self-directed online language learning. *Online Learning*, 28(3), 157-180. (384 survey responses and 10 semi-structured interviews)

Figure 5
Percentages of Learners' Responses to the Statement on the Study Plan

Figure 6
Percentages of Learners' Responses to the Statement on Self-Directing Language Learning Progress

Discussion

66

Recent Publications

- 7. Li, Z., Bonk, C. J., & Zhou, C. (2024). Supporting learner's self-management for self-directed language learning: A study within Duolingo. *Interactive Technology and Smart Education*, 21(3), 381-402.
- 8. Li, Z., & Bonk, C. J. (2023, online first). Self-directed language learning with Duolingo in an out-of-class context. *Computer Assisted Language Learning*.



67

Manuscripts Currently in Review

- 9. Li, Z., Wang, C., & Bonk, C. J. (in review). Ethical considerations for artificial intelligence in education: A pilot study on learner's perspectives toward ChatGPT. *International Journal of Education in Mathematics, Science and Technology*.
- 10. Li, B., Zhang, Z., Lowell, V. L., Wang, C. & Bonk, C. J. (in review). Development of an instrument to measure AI-integrated self-directed learning personal attributes for global language learners. *Journal of Computing in Higher Education*.



68

Manuscripts Currently in Review

10. *Journal of Computing in Higher Education*.

Table 1. Final Version of AI-SSQ-PA Items

AI-SSQ-PA	
Aim: Perceived usefulness and positive perspectives towards ChatGPT	
A1	Using ChatGPT increases my productivity in learning.
A2	I have a positive attitude towards using ChatGPT as a learning tool.
A3	Using ChatGPT enhances my effectiveness in my learning.
A4	Using ChatGPT improves my learning performance.
A5	My overall perspective towards ChatGPT is positive.
A6	I see it as a valuable addition to my learning toolkit.
A7	My expectations regarding the effectiveness of ChatGPT in supporting my learning are generally met.
A8	ChatGPT has good functionality for my learning purposes.
Aim: Perceived ease of use and positive user experience with ChatGPT	
A9	Learning how to perform tasks using ChatGPT was easy.
A10	Interacting with ChatGPT does not require a lot of my mental effort.
A11	I find ChatGPT to be easy to use.
A12	My interaction with ChatGPT is clear and understandable.
A13	I find ChatGPT to be flexible to interact with.
A14	I find it is easy to remember how to perform tasks using ChatGPT.



69

Manuscripts Currently in Review

10. *Journal of Computing in Higher Education*.

Strategy Use: Behavior Strategy	
BC1	If any are not satisfied with the answer produced by ChatGPT, I will prompt it for more details.
BC2	If any are not satisfied with the answer produced by ChatGPT, I ask for clarification.
BC3	If any are not satisfied with the answer produced by ChatGPT, I ask follow-up questions.
BC4	I changed the way I ask questions based on ChatGPT's responses to help me learn better.
BC5	I give ChatGPT enough background information to help it understand and answer my questions better.
BC6	I check and think about the answer ChatGPT gives me to make sure they are correct and make sense.
BC7	I switch between different ways of asking to get the best results.
BC8	I changed the way I use ChatGPT based on my learning needs.
Strategy Use: Cognitive/Meta-Cognitive Strategy	
CC1	I check and think about the answer ChatGPT gives me to make sure they are correct and make sense.
CC2	I use a variety of information from ChatGPT as true without thinking it through.
CC3	I compare ChatGPT's responses with other information sources to ensure I'm correct.
CC4	I check validity about the answer ChatGPT gives me.
CC5	I pay attention to how well I'm learning with ChatGPT and change my approach if needed.
Strategy Use: Overall	
OC1	I actively explore and implement diverse strategies to optimize my learning experience with ChatGPT.



70

Manuscripts Currently in Review

- 11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.
- 12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.



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12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.
 Note: We used a mixed-method approach to collect and analyze 298 completed survey responses, five individual semi-structured interviews, and documents (e.g., ChatGPT chat history regarding SDPD usage).

Table 4. Distribution of types of educational activities that teachers engage in with ChatGPT.

What specific types of educational activities do you engage in with ChatGPT? (Please select all that apply)	Count	Percentage
Getting inspiration for classroom pedagogies, class activities, and lesson plans (e.g., learning materials, PowerPoint slides)	167	59.49%
Generating practice questions or quizzes	154	57.97%
Creating customized educational content (e.g., learning materials, PowerPoint slides)	135	51.79%
Providing explanations or clarification on various subjects	106	42.37%
Encouraging critical thinking and problem-solving	64	24.74%
Supporting special needs students with individualized instructions	59	6.88%
Offering writing assistance or feedback to students	57	6.65%
Facilitating language learning and translation	54	6.30%
Enhancing classroom discussions through AI-generated insights	47	5.48%
Other	14	1.63%



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12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

Table 5. Distributions of motivation to use ChatGPT for SDPD.

Items	Mean	Standard Deviation
I enjoy learning new information related to teaching through ChatGPT.	3.96	1.07
I want to learn new ideas related to teaching brought up by ChatGPT.	3.94	1.07
I have the motivation to use ChatGPT to improve my teaching practice.	3.87	1.07
I like to share my ChatGPT-enhanced teaching experiences with others	3.34	1.22
ChatGPT helps me to learn from my mistakes and improve my teaching by using ChatGPT.	3.32	1.14
I need to know the deeper reasons for the instructional feedback provided by ChatGPT.	3.23	1.27
I have a need to use ChatGPT to improve my teaching.	3.00	1.27

Note: Researchers converted the categorical responses into numeric levels. ("Not at all" = 1, "A little" = 2, "Some" = 3, "Quite a bit" = 4, "Very much" = 5).



73

12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

Table 6. Distribution of self-management activities while using ChatGPT for SDPD activities.

Items	Mean	Standard Deviation
I manage my time well while using ChatGPT to improve teaching.	4.81	1.05
I am organized while improving teaching with ChatGPT.	4.70	1.05
When I learn ways to improve my teaching through ChatGPT, I can apply a variety of learning strategies	4.65	1.07
I have high expectations for my teaching performance while using ChatGPT to improve teaching.	4.42	1.19
I seek assistance when facing problems using ChatGPT for teaching.	3.95	1.35
I carry out my own personal professional development plan while using ChatGPT to improve my teaching.	3.94	1.28
I set up my personal professional development goals when using ChatGPT for teaching-related activities.	3.73	1.26

Note: Researchers converted the categorical responses into numeric levels. ("Not at all" = 1, "A little" = 2, "Some" = 3, "Quite a bit" = 4, "Very much" = 5).



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12. Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Education*.

Table 7. Distribution of self-monitoring while using ChatGPT for SDPD activities.

Items	Mean	Standard Deviation
I am responsible for my learning with ChatGPT for improving teaching.	4.19	0.89
I have high learning standards when I use ChatGPT to improve teaching.	4.04	1.04
I can direct my own learning progress while using ChatGPT to improve teaching.	3.83	0.96
I review the online teaching materials provided by ChatGPT based on my needs.	3.82	1.18
I am not distracted by other online tools and activities (e.g., WhatsApp, Instagram, Facebook, etc.) while using ChatGPT for teaching-related activities.	3.52	1.38

Note: Researchers converted the categorical responses into numeric levels. ("Not at all" = 1, "A little" = 2, "Some" = 3, "Quite a bit" = 4, "Very much" = 5).



75

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



76

March 24, 2019
Tackling Revisions
 Alexandra Gold, Inside Higher Ed
<https://www.insidehighered.com/blogs/gradhacker/tackling-revisions>

Tackling Revisions

Revision strategies for your next big writing project.

By alexandra gold / March 14, 2019

Alexandra (A.J.) Gold recently completed her Ph.D. in English at Boston University. She currently teaches as a Preceptor in the Harvard College Writing Program. Follow her on Twitter @ajgold1980 or check out her website.



77

Mark the Level of Difficulty
 A New Series on Scholarly Productivity:
 'Are You Writing?' (Oct, 4, 2018)
 Rebecca Shuman, The Chronicle of Higher Education
<https://www.chronicle.com/article/A-New-Sense-on-Scholarly-Productivity/244682>

1. Read as peer reviewer; mark up everything.
2. Catalog problems on a 1 to 3 difficulty scale (Level 1 takes less than 30 minutes, Level 2 takes 2 hours or less; Level 3 takes more time).
3. Fix the easy ones and gain momentum for the harder ones!
4. Take breaks as needed.

A New Series on Scholarly Productivity: 'Are You Writing?'



78

March 24, 2019 Tackling Revisions

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/tackling-revisions>

Revise and Resubmit Steps:

- There is a huge difference between superficial editing or proofreading and in-depth revising.
- Cut down the introduction; these tend to be long and rambling and incoherent anyway. Reworking the intro often is easier once you know where your argument is going.

79

March 24, 2019 Tackling Revisions

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/tackling-revisions>

Game Plan:

- Start with a list/flow chart and timetable for revisions.
- Make a revision plan. And stick to that plan.
- **Do small scale revisions before the large ones.**
- Make a revision plan and stick to it.

80

March 24, 2019 Tackling Revisions

Alexandra Gold, Inside Higher Ed

<https://www.insidehighered.com/blogs/gradhacker/tackling-revisions>

Keep the Scraps:

- One chapter may be problematic.
- Sometimes you have to move on to another section or chapter.
- **There is no such thing as wasted writing** (deleted text may clarify thinking or contain ideas for a different article or go in another section).

81

February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

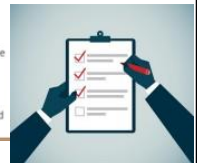
<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

From Dreaded to Amazing

Cathy Davidson describes how to transform your "revise and resubmit" comments from one to the other.

By Cathy N. Davidson / February 12, 2019

Perhaps the biggest turning point in my career as a researcher and writer came the day that it dawned on me that receiving a "revise and resubmit" reader's report – or any kind of professional feedback – was a gift, not a curse and a condemnation. The first few times it felt like, no matter what I did, some "authority figure" was going to tell me how wrong or bad or stupid I was. Sound familiar?



82

February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- Print out reader/reviewer reports.
- **Make 4 categories.**
- Make each category its own sheet of paper.
- Keep clean copy of the manuscript.
- Make online copy; use different fonts and colors or type size or margins.



83

February 12, 2019 From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- Make revisions by hand and online.
- Keep a physical copy of the revisions.
- **No. 1 Praise. I list any complimentary comments according to Reader A, Reader B or both. I put in page numbers if they are available.**
- Don't touch anything the readers love (i.e., don't revise the good stuff).



84

February 12, 2019

From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- No. 2. Fix typos, factual errors, run-on sentences, clarity points, etc. List them according to Reader A, Reader B, etc.
- Do small, easy fixable things and check off on sheet No. 2. This is a great psychological warmup.



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February 12, 2019

From Dreaded to Amazing

Cathy N. Davidson, Inside Higher Ed

<https://www.insidehighered.com/advice/2019/02/12/how-use-reviewers-revise-and-resubmit-comments-most-effectively-opinion>

Revise and Resubmit Steps:

- No. 3. Attack the large, conceptual, and structural revisions. Make the revision and then show a friend the before and after and get his or her feedback. Get feedback when feel stuck.



86

June 7, 2018

6 Ways to Beat Writer's Block

Rachel Tour, The Chronicle of Higher Education

<https://www.chronicle.com/article/6ways-to-beat-writers-block/>

1. Work up a sweat. ...
2. Take a quick trip. ...
3. Just keep at it. ...
4. Heed Anne Lamott's clarion call... "write a lousy draft first."
5. Try the "compost" method... a pile of crap can lead to something worth cultivating
6. Remind yourself that even the best writers get stuck.



87

December 11, 2020

How to Find a Writing Routine that Works

Manya Whitaker, The Chronicle of Higher Education

<https://www.chronicle.com/article/how-to-find-a-writing-routine-that-works>

1. Always work on at least 2 projects.
2. Review potential publishers and options.
3. Set a reasonable writing timeline.
4. Make a writing schedule and plan.
5. Have a project-based writing schedule.
6. Expand notion of when "writing."
7. Set time writing goals, not word goals.
8. Write what motivates you that day.
9. Establish flexible schedules.
10. Read more and edit as you go.



88

November 17, 2014

The Habits of Highly Productive Writers

Rachel Tour, The Chronicle of Higher Education

https://www.chronicle.com/article/the-habits-of-highly-productive-writers/262-gen_kash_inf/naH-dc-gen_4an_in

You have time only if you make it a priority. Productive writers don't allow themselves the indulgence of easy excuses. When they start to have feelings of self-doubt—I can't do this, it's too hard, I'll never write another good sentence—they tell themselves to stop feeling sorry for themselves and just do the work.

They know there are no shortcuts, magic bullets, special exercises, or incantations.



89

March 31, 2019

Step Away From the Delete Button

Rebecca Schuman, The Chronicle of Higher Education

<https://www.chronicle.com/article/Step-Away-From-the-Delete-Button/2660132?id=cg282>

1. Ideas will be no good on first pass.
2. There are no shortcuts...even a small subsection of a manuscript takes time.
3. You will need multiple versions of almost all your sentences to lead to polished prose.
4. It takes intellectual and artistic stamina to come up with ideas are good enough for academic journals.
5. Don't let messy, gibberish words taunt and haunt you.



90

March 31, 2019

Step Away From the Delete Button
 Rebecca Schuman, *The Chronicle of Higher Education*
<https://www.chronicle.com/article/Step-Away-from-the-Delete/246013?cid=cp242>

6. Write for 25 minutes 1-3 times a day for a week with deleting a single word.
7. **Bracket some messages to yourself of sections that will need attention later (to calm your inner delete button).**
8. Uncertain and unliked text make a difference color.
9. After you break the habit of deleting, you can delete judiciously.
10. Trust your research and your ideas. Avoid setting standards at ridiculously high levels.



91

December 10, 2019

Rewarding Your Writing

Leslie Leonard, *Inside Higher Ed*
<https://www.insidehighered.com/blogs/gradhacker/rewarding-your-writing>

1. Track your writing. Have realistic expectations of output.
2. Find ways to mark days you have met your writing goals (e.g., stickers).
3. Writing should be enjoyable, a reward in and of itself.
4. **Rewards are many:** sleeping in, a fancy cup of coffee, new clothes, movie tickets, spa day, etc.
5. Have drawings for random rewards for meeting goals.

92

December 10, 2019

Rewarding Your Writing

Leslie Leonard, *Inside Higher Ed*
<https://www.insidehighered.com/blogs/gradhacker/rewarding-your-writing>

6. Let your rough drafts be rough.
7. **Just write. List your goals. Get something down.**
8. Use goofy fonts, nonsense words, rhymes, etc. (count these towards your writing goals and reward them). Allow any writing to count toward your goals.
9. **Make the experience enjoyable with treats or fancy clothes, etc.**
10. Find brief moments to write (e.g., waiting for a bus or a plane).

93

Writing Difficulties and Challenges of an Early Career Scholar

1. Time
2. Writing habits
3. Resources
4. Local/Global Support
5. Starter text
6. Reputation
7. Connections
8. Journal awareness
9. Energy/Stamina
10. Service/Teaching duties



94

Curt Bonk and Meina Zhu: Reflections on the Hot Streak 10 General Factors

1. Persistence and grit.
2. Sense of now. Focus on the moment.
3. Do things one at a time.
4. Assemble best team for you. There are many smart and kind people out there to partner with.
5. Everyone has clear role.
6. Create comfort with the people and your writing space.
7. Intense and relaxed planning.
8. Explore possible journals and commit.
9. Set bold and audacious goals.
10. Revel in good luck. Do not sulk if bad luck.

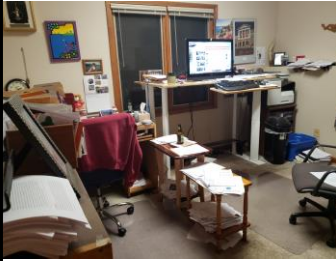
95

Curt Bonk and Meina Zhu: Reflections on the Hot Streak 10 Specific Factors

1. Plan your schedule—long view of 3-5 years!
2. Calendar view—6 monthly calendars!
3. Planner view—look at weeks, months, and years.
4. Notes in pocket view.
5. Timeline views.
6. Do move a month ahead without reflecting back.
7. Constantly track progress.
8. Discuss progress with others.
9. Be willing to say "yes." Be very willing to say "no."
10. Recheck list. Recheck goals.

96

Writing Space: Curt Bonk Before Cleaning



My office. I save interesting articles to later reference in papers and books.

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Writing Space: Curt Bonk After Cleaning



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100

Plans and Goals: Curt Bonk

How do you schedule your writing? How far in advance do you plan your writing? How do you prioritize your writing? How do you visualize your writing? Do you use a timeline or a planner? Do you have advice for developing a writing plan?

1. **Plan:** I save days for writing in my paper planner.
2. **Focus:** I say no to things that don't fit my writing plans.
3. **Track:** I note projects in process and completed in my daily Dalia Lama quote of the day.
4. **Monitor:** I look at articles I have in review, in revision, and in press in my CV all the time.
5. **Be Responsive:** I respond to co-writer requests.
6. **Goals:** Put writing plans in annual report.



101

Writing Tips: Curt Bonk

Anything special that you do?

My top 10 key writing tips:

1. Create a "Work" file on your desktop.
2. Save screen shots, dates, and URLs of articles.
3. Create "Articles to read" folder on your desktop.
4. Listen to audiobooks for writing ideas.
5. Watch movies & look for educational issues and ideas.
6. Always save documents at least twice.
7. Send draft of document to yourself on email...restart anywhere.
8. Ask friends to read second or third draft.
9. Save articles published by year.
10. Keep drafts of articles in special files.



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10 More Writing Tips: Curt Bonk

Anything special that you do?

My top 20 key writing tips:

11. **The Collins thesaurus.**
12. **Look for historical info online (e.g., Wikipedia and other).**
13. **Relocate to another room to edit document (i.e., kitchen table).**
14. **Sometimes sit. Sometimes stand.**
15. **Print out articles that you read parts of online.**
16. **Review paper piles on my pool table before you write.**
17. **Find info and URLs in previous talk slides.**
18. **Almost be more optimistic than pessimistic.**
19. **Work when your friends and family are sleeping.**
20. **Wherever you are is your writing space.**

Collins
English
Dictionary
& Thesaurus



103

Writing Tools: Curt Bonk

What particular writing tools do you use? How have they changed over time? What about tools for collaboration?

My top 10 key writing tools:

1. Keyboard—buy special letter keys
2. Microsoft Word
3. Google Search (I hate Bing)
4. Email. And forward email to self.
5. TravelEdMan blog
6. Dropbox
7. Zoom (or Skype for team meetings)
8. Blue pens and lots of paper
9. My monster syllabus (R678)
10. FutureMe: Write a letter to yourself in the future:
<https://www.futureme.org/>



104

Habits/Rituals/Inspiration: Writing

How do approach your writing tasks? Any rituals that you use and recommend for inspiration? Anything that really works for you?

1. **Save writing ideas on slips of paper and look back at them.**
2. **Talk about your ideas.**
3. **Save starter text.**
4. **Clear email and to-do list.**
5. **Create checklist of plans.**

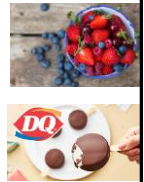


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Habits/Rituals/Inspiration: Food

How do approach your writing tasks? Any rituals that you use and recommend for inspiration? Anything that really works for you?

1. **Start with a vitamin or health drink.**
2. **Grab plate of berries and celery.**
3. **Then perhaps tea or coffee.**
4. **End with a health drink.**
5. **Dilly bars are good after dinner.**



106

1. Mark Writing Days in Planner



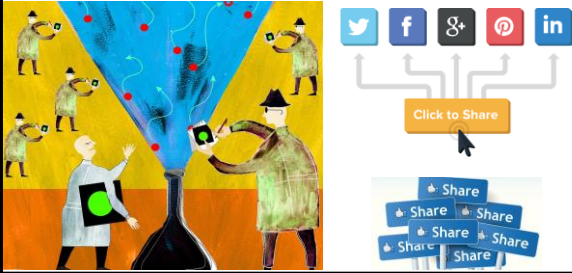
107

2. Maintain a List and Network of Potential Research and Writing Collaborators



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9. Share Your Publication Efforts (e.g., Twitter, Facebook, LinkedIn, email, ResearchGate, Academia.edu, etc.)



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You never know where you'll be celebrating your writing accomplishments... Even at a wedding of your nephew!



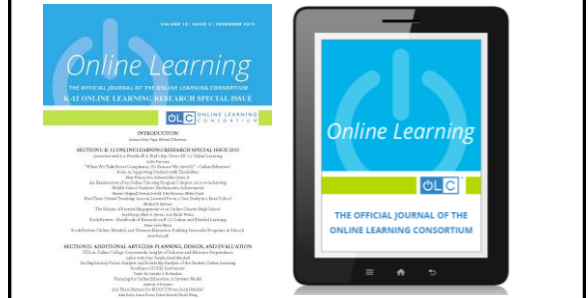
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#10. Be Careful Committing to Other People's Projects (OPP)



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#11. Look for Special Issues that You Might Contribute To



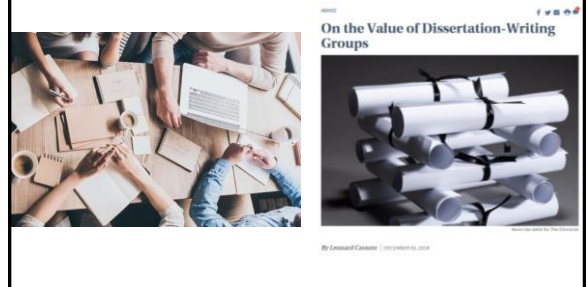
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#12. Find a Mentor and Ask Senior People for Advice



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#13. Form a Writing Group



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#14. Engage in Free Writing



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#15. Read Everyday!



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February 18, 2021

What Do Professors Do During a Writing Session?

Christine Tulley, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2021/02/18/how-get-started-scholarly-writing-stay-motivated-and-move-forward-final-product>

What if do not feel like writing:

- Tell yourself you will only write for 5 minutes
- Reward yourself such as with social media
- Save small task for low-motivation occasions
- Take a picture of ideas on a whiteboard
- Buy standing or cycling desks
- Walk around campus
- Have a free pass for no writing once per month
- Leave document open all day and write in short bursts
- Hire a writing coach or use writing accountability services

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Easing in period:

- Notes on post-its
- Brackets in draft
- Trello board
- Read writing from previous session and start where left off
- Highlight sections for more intense work
- Review reviewer and co-author comments



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How move the piece:

- Word count goals such as 750 words/day, write 2 pages, or revise 5 pages
- Use pomodoro technique
- Set a timer
- Have specific goals like "rewrite methodology"
- Use goal setting tools like Prolifiko (productivity coaching for a more productive and stress free lifestyle; <https://prolifiko.com/>)
- Build deadlines for writing
- Participate in a writing group or share revisions each Monday in Google Doc

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September 1, 2020

8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed

<https://www.insidehighered.com/digital-learning/article/2020/09/01/8-tips-how-get-and-stay-motivated-write-your-dissertation-quickly>

Motivational Post-its/Slogans in Room:

1. Start with one (line/page). ...
2. Obsessing is not progressing. ...
3. Finished is better than perfect....
4. Interruptions happen. ...
5. Work backward. ...
6. The most you can do is your best. ...
7. Celebrate your accomplishments. ...
8. Why do you like it?



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8 Motivational Tips for Dissertation Writing
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<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-optional>

Motivational Post-its/Slogans in Room:

1. Start with one (line/page). ... One is better than zero! Break down the work into manageable chunks.

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<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-optional>

Motivational Post-its/Slogans in Room:

2. Obsessing is not progressing. ... Leave a "timed obsession" period (brief) for sweating the details. After that let it go. Send.

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Motivational Post-its/Slogans in Room:

3. Finished is better than perfect. Get the thing done, instead of refining small details. Forget about making or a book for now.

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Motivational Post-its/Slogans in Room:

4. Interruptions happen. ... Some days you will exceed your writing goals and other days you will not reach them. Constantly be open to adjusting your schedule.

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Motivational Post-its/Slogans in Room:

5. Work backward. ... Write your introduction at the end (or sketch it out at the beginning and flesh it out at the end).

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Motivational Post-its/Slogans in Room:

6. The most you can do is your best. ... Give it your best shot and be at peace with yourself.

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8 Motivational Tips for Dissertation Writing

Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-again>

Motivational Post-its/Slogans in Room:

7. Celebrate your accomplishments. ... Take a day off to destress and pamper. Buy yourself a treat or favorite tea or latte and take a walk outside. Recognizing that you are making progress is a reward in and of itself.

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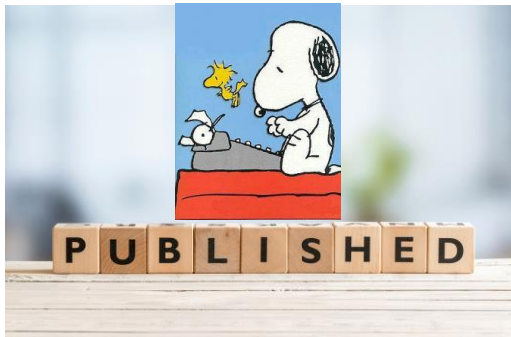
Elisa Modolo, Inside Higher Ed
<https://www.insidehighered.com/advice/2020/09/01/advice-how-get-and-stay-motivated-write-your-dissertation-again>

Motivational Post-its/Slogans in Room:

8. Why do you like it?If you get stuck, focus on the part that you enjoy the most. Perhaps start writing the chapter from the portion of it that speaks to you. Ask yourself: What are you looking forward to writing or working on? Why are you pursuing this? What is the ultimate goal?

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What will you do...?



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Preplan the Celebration



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Chat Window Sharing:
Three Words from this Session...?
 e.g., "I am happy!" and...
 "minions are happy!"



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Closing questions...?



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Concerns? Comments? Commitments?

Curt Bonk, IU, Email: cjbonk@indiana.edu
Slides: <http://www.trainingshare.com>



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