

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

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Indiana University**
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Poll #1. Warm-up question...

1. Did you attend Curt Bonk's "How Faculty Can Harness Generative AI for Enhanced Learning" Part #1 or Part #2?

a. Yes.
b. No.

2

Poll #2. Warm-up question...

2. Have you used a Generative AI tool or platform for any of your formal or informal learning on a daily basis?

a. Yes.
b. No.

3

Poll #3. Warm-up question...

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

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

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February 21, 2024
2024: The year of generative AI
Lindy Hockenbary, eSchool News
<https://www.eschoolnews.com/digital-learning/2024/02/21/2024-the-year-of-gen-ai/>

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February 26, 2024
AI Will Shake Up Higher Ed. Are Colleges Ready
Taylor Swaak, The Chronicle of Higher Education
<https://www.chronicle.com/article/ai-will-shake-up-higher-ed-are-colleges-ready>

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

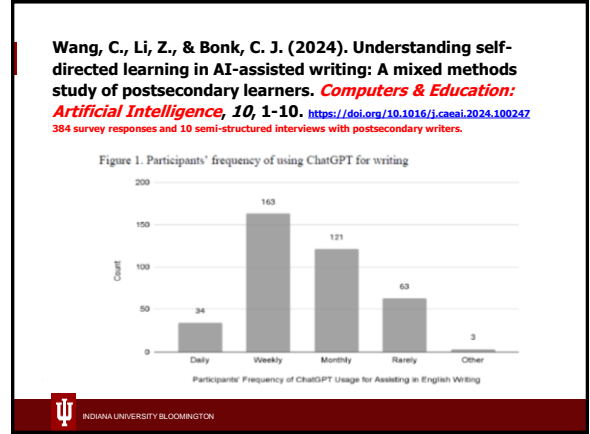
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Li, Z., Wang, C., & Bonk, C. J. (in review). ChatGPT as a tool for teachers' self-directed professional development. *Journal of Teacher Ed.* Note: We used a mixed-method approach to collect and analyze 298 completed survey responses, five individual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

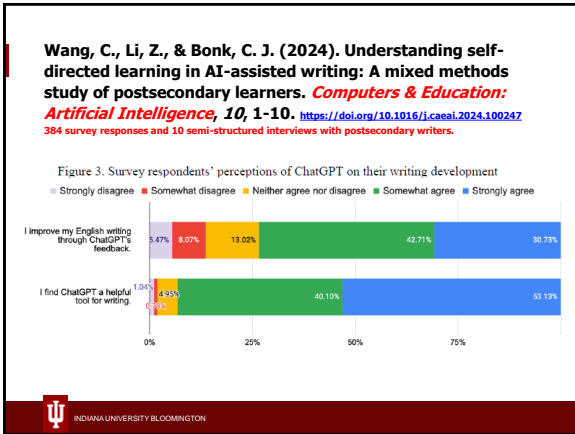
Table 4. Distribution of types of educational activities that teachers engage in with ChatGPT.

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	19.49%
Generating practice questions or quizzes	154	17.97%
Creating customized educational content (e.g., learning materials, PowerPoint slides)	135	15.75%
Providing explanations or clarification on various subjects	106	12.37%
Encouraging critical thinking and problem-solving	64	7.47%
Supporting special needs students with individualized instruction	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%

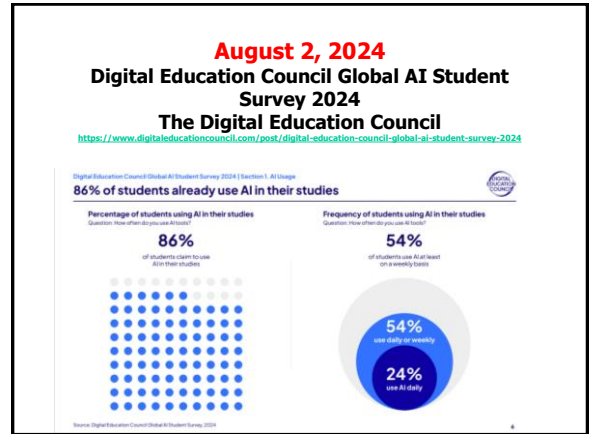
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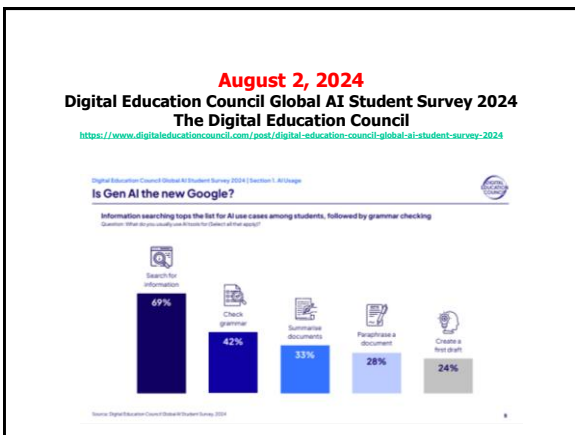
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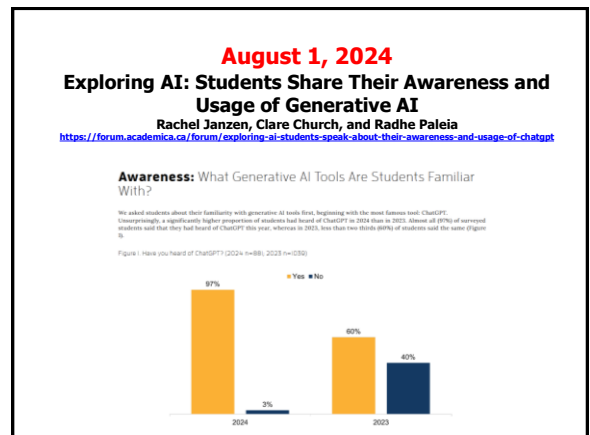
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August 1, 2024

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

Rachel Janzen, Clare Church, and Radhe Paleia

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

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



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August 23, 2024

Crunch the Numbers—New Data on AI in Higher Ed

Kevin Hogan, Penn Foster Group, eCampus News

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

Key findings include:

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



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July 12, 2024

More college students say AI helps them earn better grades

Laura Ascione, eCampus News

<https://www.ecampusnews.com/teaching-learning/2024/07/12/college-students-ai-better-grades/>

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

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July 12, 2024

More college students say AI helps them earn better grades

Laura Ascione, eCampus News

<https://www.ecampusnews.com/teaching-learning/2024/07/12/college-students-ai-better-grades/>

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



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November 25, 2024

Is Generative AI a General Purpose Pedagogical Innovation?

Michael S. Palmer, Inside Higher Ed

<https://www.insidehighered.com/opinion/views/2024/11/25/understanding-generative-ai-pedagogical-innovation-opinion>
Drawing inspiration from a handful of definitions in the literature, my colleague and I define a pedagogical innovation as "an adaptation of a commonly employed teaching practice or activity or a distinctly new, creative one intended to increase 1) educational equity, 2) student retention or persistence, 3) sense of belonging, 4) learning, 5) engagement, 6) instructor engagement, or 7) efficiency."

Recent research reported in a working paper offers promising evidence. In a randomized, controlled study of nearly 250 physics students, Gregory Kestin and colleagues compared learning gains and motivation between students learning in a traditional active learning classroom environment and those learning in partnership with an AI-powered tutor. The results were compelling: **Students using AI tutors learned more than twice as much in less time than those in active learning classrooms.** Furthermore, students using AI tutors reported higher engagement and motivation when solving difficult problems.

AI Tutoring Outperforms Active Learning, Gregory Kestin et al.
<https://doi.org/10.21203/rs.3.rs-4243877/v1>



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November 25, 2024

Transforming History Education Into a More Immersive, Interactive Process of Inquiry and Discovery

Steven Mintz, Inside Higher Ed

<https://www.insidehighered.com/opinion/teach-higher-ed-games/2024/11/25/using-ai-to-make-history-teaching-and-learning-more-immersive>

- **Historical simulations and role-playing:** AI could use primary sources to create immersive experiences, where students virtually walk through events like the Lewis and Clark Expedition or debate the U.S. Constitution's ratification using a variety of firsthand documents.
- **Cross-disciplinary connections:** AI could link historical documents with related literature, art and social movements. For example, exploring the Harlem Renaissance might reveal connections to both historical and literary works.
- **Concept maps and historical trends:** AI could generate visual maps showing relationships between events, figures and themes, helping students grasp broader historical trends.

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November 25, 2024

Transforming History Education Into a More Immersive, Interactive Process of Inquiry and Discovery

Steven Mintz, Inside Higher Ed
<https://www.insidehighered.com/opinion/columnist/2024/11/25/mintz-ai-immersive-history-teaching-and-learning-more-impactful>

- **Text analysis and recurrent themes:** AI could analyze historical documents, identifying recurring terms, phrases or rhetoric, revealing patterns in historical discourse.
- **Real-time feedback and inquiry guidance:** AI could offer immediate feedback on student interpretations of primary sources, drawing attention to areas for further inquiry or missed connections.
- **Interactive engagement with historical figures:** Students could virtually speak with figures like Susan B. Anthony, receiving AI-generated responses based on historical texts and speeches, creating a more dynamic interaction with history.

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July 5, 2024 (Books)

AI in Education

Stefanie Panke and Israt Jahan Ooeshi
https://edtechbooks.org/ai_in_education

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March 5, 2024 (Reports/Primers)

AI, Equity, and Affordability:

A Primer for Higher Education Leaders and Educators

Erica Price Burns, Campus Technology
https://edadvancement.org/wp-content/uploads/2024/03/ai-report_3.5.24.pdf

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September 16, 2024 (Portals)

Educate AI

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

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May 2, 2024 (Tool Listings)

Top 20 AI Tools for Boosting Learning & Development in 2024

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

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March 2024 (Affordance Listings)

Student affordances to using ChatGPT

The Educational Affordances and Challenges of ChatGPT: State of the Field

Helen Crompton and Diane Burke, TechTrends
<https://link.springer.com/article/10.1007/s11528-024-00939-0>

<p>Student codes</p> <ul style="list-style-type: none"> • 24/7 support and accessibility <ul style="list-style-type: none"> ◦ Unlimited access ◦ Variety of subjects/platforms • Increased opportunities • Explain difficult concepts <ul style="list-style-type: none"> ◦ Summarize ◦ Provide rationale • Conversation partner <ul style="list-style-type: none"> ◦ Diverse contexts ◦ Customized conversations ◦ Argument practice • Personalized feedback and materials <ul style="list-style-type: none"> ◦ Feedback ◦ Tailored activities ◦ Personalized materials ◦ Recommendations ◦ Language assistance 	<ul style="list-style-type: none"> • Writing Support <ul style="list-style-type: none"> ◦ Writing steps ◦ Ideas ◦ Editing • Self-assessment <ul style="list-style-type: none"> ◦ Generate outlines ◦ Study guides ◦ Questions ◦ Diagnostic reasoning ◦ Detailed responses • Engagement <ul style="list-style-type: none"> ◦ Facilitate discussions ◦ Collaboration ◦ Interactive learning • Facilitate self-determination <ul style="list-style-type: none"> ◦ Sense of control ◦ Autonomy over learning ◦ Increase efficacy
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August 2023 (Tutorials)

AI Literacy Explained

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

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July 8, 2024 (Courses)

Elements of AI free online course

University of Helsinki
<https://www.elementsofai.com/>

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

Welcome to the Elements of AI free online course!

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

Choose country: Global

[Start our courses](#)

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November 30, 2023 (Courses)

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

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

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April 19, 2024 (Certificates)

Professional Certificate in ChatGPT for Educators

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

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June 20, 2024 (Jobs)

Higher Education Has Not Been Forgotten by Generative AI

Ray Schroeder, Inside Higher Education
<https://www.nytimes.com/2024/06/17/health/surgeon-general-social-media-warning-label.html>

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

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February 26, 2024 (Jobs)

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.

■ 1-year percent change in all postings ■ 1-year percent change in AI postings

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%	126%

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: WCM software - Get the Data - Created with Datawrapper

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August 28, 2024 (Guidelines)
Initial guidelines for Gen AI tools at Harvard
 Harvard University Information Technology
<https://huit.harvard.edu/ai/guidelines>

Initial guidelines for the use of Generative AI tools at Harvard

- Protect confidential data
- Review content before publication
- Adhere to existing academic policy

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

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

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

Table of Contents

- Background
- What Are Generative AI Tools?
- Basic Principles of Using an Generational Content
- Best AI AI
- Contributors

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August 28, 2024 (Guidelines)
Guidelines for Generative AI
 MIT Management Teaching & Learning Technologies
<https://mitsloanedtech.mit.edu/ai/tools/writing/>

MIT MANAGEMENT TEACHING & LEARNING TECHNOLOGIES

Use to Generate

You can use these tools to generate a wide range of content:

- Multiple-choice questions and response options
- Computer programming source code
- Cover letters and resumes
- Emails and messages
- Essays or short written assignments
- Exam questions
- Instructions for a learning activity

- Instructions for a learning activity
- Learning objectives
- Metaphors and analogies to explain complex concepts
- Outlines of papers or presentations
- Rubrics
- Scripts for a podcast or video
- Simulated conversations
- Study guides
- Summaries of text like articles or meeting notes
- Survey questions

(Center for Innovative Teaching and Learning, n.d.; Mollick,

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August 28, 2024 (Guidelines)
Teaching with Generative AI
 Dartmouth Center for the Advancement of Learning
<https://dcal.dartmouth.edu/resources/teaching-methods/teaching-generative-artificial-intelligence>

Suggestions for Teaching with Gen AI

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

Dartmouth Center for the Advancement of Learning

Teaching with Generative Artificial Intelligence

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

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

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

Professors Ask: Are We Just Grading Robots?
 Some are riding the AI wave. Others feel like they're drowning.

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

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

Professors Ask: Are We Just Grading Robots?
 Some are riding the AI wave. Others feel like they're drowning.

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October 2, 2024

Make AI Part of the Assignment
 Marc Watkins, The Chronicle of Higher Education
<https://www.chronicle.com/article/make-ai-part-of-the-assignment>


Make AI Part of the Assignment

Learning requires friction. Here's how to get students to disclose and evaluate their own

On the template, I first ask students to "highlight how you used human and machine skills in your learning" in five potential categories, and offer them a range of options to characterize whether and how they used AI tools to do the work:

- **Idea generation and critical thinking** (for example "I generated all of my ideas independently" or "I collaborated with AI to refine and expand on initial concepts").
- **Research and information** ("I utilized AI-powered search tools to find relevant information" or "I used AI summarized articles but drew my own conclusions").
- **Planning and organization** ("I organized and structured my assignment on my own" or "I started

Then the template lays out the prompt -- "AI might have helped you learn in this process, or it may have hindered it. Take some time to answer some of the questions below that speak to your experience using AI" -- and poses some questions (listed to my learning outcomes) to help students write a short reflection about their usage of this emerging technology. Among the questions I list: "What tricky situations arose when you used AI? How did you chart a path through them? Did bouncing ideas off AI spark your creativity? Were there any new exciting directions it led you toward, or did you wind up preferring your own insights independent of using AI? Which of your skills got a real workout from using AI? How do you feel you've improved?"




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July 5, 2024 (Guidelines)

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

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




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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.



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July 4, 2024

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

One Useful Thing

Gradually, then Suddenly: Upon the Threshold

Small improvements can lead to big changes

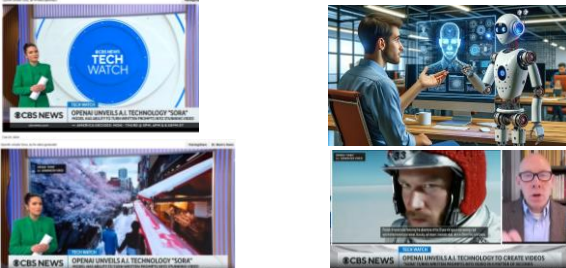


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Sora

February 20, 2024

Learning is More Visual
 Sora: Finally, An AI Video Generator
 Video (3:34): <https://youtu.be/IBx3xW1ua-E>

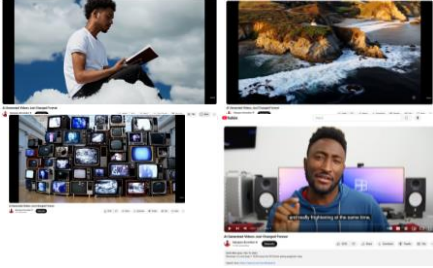


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Sora

February 15, 2024

Learning is More Visual
 AI Generated Videos Just Changed Forever
 Video (12:01): <https://youtu.be/NXpdyAWLDas>




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[Cats in Cathedral](#)

February 16, 2024
Learning is More Visual
A video star is born:
OpenAI's Sora stuns with AI art

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


"a giant cathedral is completely filled with cats, there are cats everywhere you look, a man enters the cathedral and bows before the giant cat king sitting on a throne." Video generated by Sora.



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

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




Prompt: Several giant woolly mammoths in a snowy mountain landscape. They are looking towards the camera. The scene is lit with soft, warm light. The mammoths are standing in a line, and the snow is deep and white. The mountains in the background are covered in snow and have some evergreen trees. The sky is a pale blue with some light clouds. The overall mood is peaceful and majestic.

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

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



Prompt: A stylish woman walks down a Tokyo street filled with warm glowing neon and animated city signage. She wears a black leather jacket, a long red dress, and black boots, and carries a black purse. She 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.

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

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




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

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

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



Prompt: 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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August 31, 2024
Brave People Option:
Activity #1. AI Case Analysis

<https://curtbonk.com/Instructional-Strats-R546-2024.htm>

- **Brave People Option:** Case Situations or Problems
 Write 3 case situations or vignettes related to your current or most recent job setting (each will be about one page long single-spaced). In these cases, you will point out the situation or problem in 1-2 paragraphs as well as the key questions or issues.
 - **AI Option:** Adventurous students might ask ChatGPT to solve 3 case situations that they write up or read about. If you do this, please reflect on the solution(s) that ChatGPT or some other platform provided as well as the course related concepts in the case or the solution. And you could ask two or three different platforms (e.g., ChatGPT, Claude, Microsoft Copilot, Gemini, etc.) and compare them.



CASE STUDY

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

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



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

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

Brave People Option: Job Application

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

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



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

Brave People Option: Super Summary

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

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



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

Brave People Option: Expert or Scholar

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

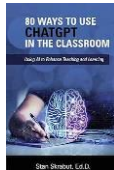


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #6. Think, Pair, Share
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BYC8MXJV>

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

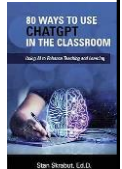


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #7. Predict ChatGPT Response
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BYC8MXJV>

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

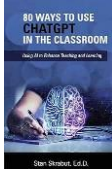


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

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

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

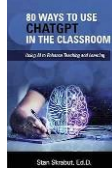


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

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

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

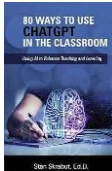


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

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

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



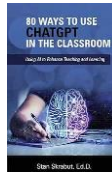
57

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

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

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

The Indianapolis Star
Chatbot Ice Breaker

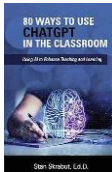


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

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

Generative AI might also translate articles and blocks of text into the target language. Then, have students critique the output at the end of the conversation such as noting grammatical errors. Next have students work in teams to improve the drafts through rewriting and discussion.

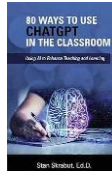


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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #13. Grade ChatGPT Response
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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



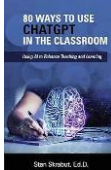
60

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

Activity #14. Q&A Sessions

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBVC8MXJY>

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



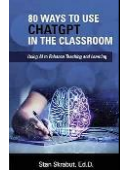
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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #15. Debate Assistance

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBVC8MXJY>

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



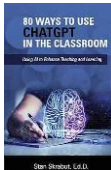
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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.

Activity #16. Create Blog Posts

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/BOBVC8MXJY>

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



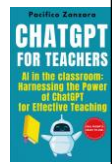
63

December 3, 2023
ChatGPT for Teachers: AI in the Classroom:
 Harnessing the Power of ChatGPT for Effective Teachings
 Pacifico Zanzara (K-12 or higher ed)

Activity #17. Interactive Lessons

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

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



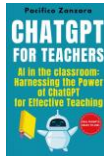
64

December 3, 2023
ChatGPT for Teachers: AI in the Classroom:
 Harnessing the Power of ChatGPT for Effective Teachings
 Pacifico Zanzara (K-12 or higher ed)

Activity #18. Problem Solving Scenarios

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

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



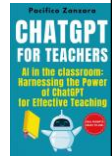
65

December 3, 2023
ChatGPT for Teachers: AI in the Classroom:
 Harnessing the Power of ChatGPT for Effective Teachings
 Pacifico Zanzara (K-12 or higher ed)

Activity #19. Analytical Writing Prompts

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

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



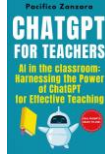
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December 3, 2023

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

Activity #20. Gamified Learning
<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKWKYG>

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



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April 4, 2024

Teaching with AI:

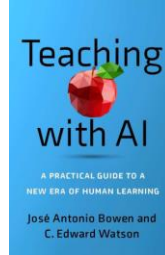
A Practical Guide to a New Era of Human Learning (2024)

Jose Antonio Bowen and C. Edward Watson

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

Marybeth Gasman, Forbes

<https://www.forbes.com/sites/marybethgasman/2024/04/04/teaching-with-ai-what-you-need-to-know/?h=87118a2f069>



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

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April 4, 2024

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

Activity #21. Blogging and Journaling

Jose Antonio Bowen and C. Edward Watson

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

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



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April 4, 2024

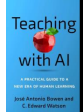
Teaching with AI: A Practical Guide to a New Era
of Human Learning (2024)

Activity #22. Summary Comparisons

Jose Antonio Bowen and C. Edward Watson

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

Ask teams of 3 students to use different AI tools to make summaries of one or more readings. Have them meet FTF or in a synchronous setting and defend their AI tool summary as the best summary. Next have them attempt to improve or refine one of the summaries, pool the respective summaries into a list of key points, or create a new best of summary. Perhaps pool all the team summaries across all the articles.



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April 4, 2024

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

Activity #23. Human vs. AI

Jose Antonio Bowen and C. Edward Watson

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

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



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April 4, 2024

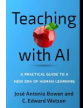
Teaching with AI: A Practical Guide to a New Era
of Human Learning (2024)

Activity #24. Supporting Mastery

Jose Antonio Bowen and C. Edward Watson

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

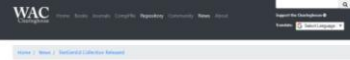

Just imagine you could give AI specific information you want students to learn in your course. For instance, have students submit lab reports, business plans, stories, computer code, etc. and ask ChatGPT or another AI tool to identify problems, loopholes, and inconsistencies. Student fixes the problems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



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November 23, 2023
TextGenEd: An Introduction to Teaching with Text Generation Technologies
WAC Clearinghouse
<https://wac.colostate.edu/repository/collections/textgened/>

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

TextGenEd Collection Released

The WAC Clearinghouse, a collaboration between the WAC Clearinghouse and the Association for Writing Across the Curriculum, is pleased to announce the release of the collection TextGenEd: Teaching with Text Generation Technologies. Edited by Annette Vee, Tom Luskowick, and Carly Schnitzler, the digital collection includes a variety of writing prompts, research summaries, and other resources that explore the use of AI in writing across the curriculum. The collection is available for free and is intended to support the teaching and learning of writing across the curriculum. For more information, please contact the WAC Clearinghouse at clearinghouse@wac.colostate.edu.

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August 28, 2024
Creative Explorations, WAC Clearinghouse Activity #25. Professional Writing for Healthcare
 Heidi McKee, Miami University
<https://wac.colostate.edu/repository/collections/textgened/professional-writing/professional-writing-for-healthcare/>

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

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

- You will first read and write (on your own, no AI) a summary (350-550 words) of the article in a press release or blog/newsletter format for a lay audience that you identify (e.g., pregnant women reading Pregnancy magazine; parents who subscribe to blog about asthma). We will have a peer respond on that draft in class.
- Then you will explore and experiment with various AI systems (explained in assignments below), analyzing your own and AI's writing. Working with AI and your writing you will revise your summary based on feedback from peers and ideas/language gained from the AI summaries to produce a finished summary.





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August 28, 2024
Creative Explorations, WAC Clearinghouse Activity #26. AI in First Year Writing Courses
 Marc Watkins, University of Mississippi
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/ai-in-first-year-writing-courses/>

Original Assignment Context: First-year writing course.

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





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August 28, 2024
Rhetorical Engagements, WAC Clearinghouse Activity #27. Writing Against the Machine: Debating with ChatGPT
 Justin Lewis and Ted Wayland, Olympic College
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/ai-in-first-year-writing-courses/>

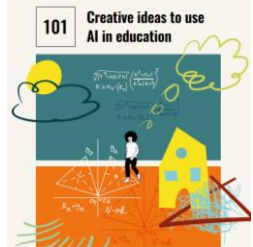
Original Assignment Context: First-year writing course.

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



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July 23, 2023
101 creative ideas to use AI in education, A crowdsourced collection
 Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education. A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>



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May 6, 2024
101 creative ideas to use AI in education Activity #28. Student-led Case discussions with ChatGPT Prompts (AI can help focus, is reliable, nudge)
 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://padlet.blog/ai-guided-discussion-boards/>

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

Author: Fay Short
Role: Professor in Counselling
Contact details: F.Short@bangor.ac.uk
Institution/Organisation: Bangor University
Tool(s) used: ChatGPT

My idea: Compiling nudge-lists for stimulating case study discussions.
 Counselling 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.
 - ChatGPT - 2023-05-06 10:00:00



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July 23, 2023

101 creative ideas to use AI in education
Activity #29. Authentic Assessments
 (e.g., mock job criteria and Applications and Interviews)

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

60 Enhancing employability with AI-driven authentic assessments

Author: Fay Birch
Contact details: f.birch@brunel.ac.uk
Role: Professor in Computing
Institution/Organization: Brunel University
Higher education: ChatGPT

My idea: I want to take notes, but this is a task that is often done by traditional lecturers and can be done more effectively with AI. I want to use ChatGPT to generate notes for me, and then use AI to generate a list of questions that I can use to assess my students. I want to use AI to generate a list of questions that I can use to assess my students. I want to use AI to generate a list of questions that I can use to assess my students.

When the inspiration comes from: My research into AI-driven authentic assessments.



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July 23, 2023

101 creative ideas to use AI in education
Activity #30. Support Student Revisions
 (i.e., revision guides, flash cards, self-test materials, examples, tutorials, glossaries, and other referenceware)

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

63 Using AI chatbot to support revision strategies

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

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

What I aim to achieve: Develop a revision guide (synopsis and exemplars) on how students can use ChatGPT to help them revise. E.g. creating revision guides, creating flash cards, glossaries and other referenceware.

When the inspiration comes from: Lots of students panicking about upcoming exams.



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July 23, 2023

101 creative ideas to use AI in education
Activity #31. Mashups for Morphological Thinking

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


83 Design thinking as synthetic combinatory creativity

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

My idea: Design thinking as synthetic combinatory creativity. Revisiting, Mariani, Mariani, Tschering, and Mariani's (2018) 'Design Thinking as Synthetic Combinatory Creativity'.

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

When the inspiration comes from: This is a speculative pedagogy project that aims to explore the relationship between traditional design thinking methods for education and innovation through reverse engineering AI-generated content.



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July 23, 2023

101 creative ideas to use AI in education
Activity #32. Critical Analysis of Gen AI Tool Results

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


84 Using different AI tools to encourage critical analysis

Author: Peter Hartley
Contact details: p.hartley@lboro.ac.uk
Role: Visiting Professor

My idea: We now have access to multiple applications to generate text and/or images, e.g. ChatGPT and Bing. Using different AI tools to encourage critical analysis.

What I aim to achieve: I aim to use new AI tools responsibly with students within the curriculum. This specifically aims to be able to generate critical analysis and details and having them to develop a more sophisticated appreciation of what the software can and cannot do.

When the inspiration comes from: This is in addition to a 'one-off' exercise where students compare images generated by different AI tools.



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July 23, 2023

101 creative ideas to use AI in education
Activity #33. Refining Interview Questions


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

85 Refining interview questions using ChatGPT

Author: Matthew Whitt
Contact details: m.whitt@brunel.ac.uk
Role: Lecturer
Institution/Organization: Brunel University
Higher education: ChatGPT

My idea: To use ChatGPT to refine interview questions for a job. I want to use ChatGPT to generate a list of questions that I can use to assess my students. I want to use ChatGPT to generate a list of questions that I can use to assess my students.

When the inspiration comes from: My research into AI-driven authentic assessments.



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July 23, 2023

101 creative ideas to use AI in education
Activity #34. Comic Book Content Creations
 (Aras Bozkurt, Anadolu University)

Chrissi Nerantzí, 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
Role: Educator
Institution/Organization: Anadolu University
Higher education: GALLERIE, Midjourney, or any text-to-image generative AI tool

My idea: Academic articles, research books and other similar content can be boring. Equally, comic book stories are fun. They can be challenging to generate and have content, bringing the same content on a comic strip can make with academic content more engaging.

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

When the inspiration comes from: I need to read a lot of content when I am a PhD and I'd read more when I was a student.



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July 23, 2023

101 creative ideas to use AI in education Activity #35. Reflections on Alternative Environments (Climate Change)

Christi Nerantz, Sandra Abegglen, Marianna Karatsiri, & 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>

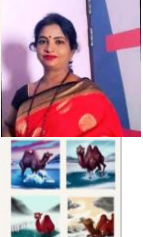
80 Life of a camel in icy environments

Author: ChatGPT-4
Contact details: math4uave@gmail.com
Role: Educator
Institution or organization: The College of Education
Contact: Education
Project level: ChatGPT, DALL-E 2

My idea
The idea is the life of a camel in an icy environment. As we all know, the camel is a desert animal. But we wanted to know: Can a camel survive in an icy environment? The solution is very amusing and interesting as our idea of daily challenges in an environment we thought was impossible. We wrote and generated the topic on ChatGPT, we used image generation and similar images on DALL-E software.

What we also to address
The objective of our idea is to find alternative living solutions for animals. The goal is to explore the challenges that animals face in a changing climate and to find ways to help them adapt to the new environment.

Where the idea comes from
This idea suddenly came to our mind while using and searching for other innovative ideas on the DALL-E 2.



85

September 5, 2024

Activity #36. Can GenAI Serve as Effective Teaching Tool for Art Education

<https://comminfo.rutgers.edu/news/can-genai-serve-effective-teaching-tool-art-education>
DOI: [10.4236/2024.154027](https://doi.org/10.4236/2024.154027)
<https://www.scirp.org/journal/paperinformation?paperid=132790>

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








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

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November 16, 2023


AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project Harvard University

<https://cyber.harvard.edu/story/2023-11/harvards-metabolab-introduces-ai-pedagogy-project>

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Harvard's metaLAB Introduces AI Pedagogy Project

NEW DYNAMIC RESOURCE AIMED AT GUIDING EDUCATORS NAVIGATING AI IN THEIR TEACHING.

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November 16, 2023

AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project Harvard University

<https://cyber.harvard.edu/story/2023-11/harvards-metabolab-introduces-ai-pedagogy-project>

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

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August 27, 2024

AI Pedagogy Project: Assignments Harvard University

<https://aipedagogy.org/assignments/>

A Tale of Two Critiques

Compare and reflect on a primary source, a ChatGPT-generated analysis of that source, and a student-generated analysis. The goal is for students to build skills and confidence with critical reading.

By Anna Mills

[All Library](#) [Bio](#) [History](#) [Language](#)

[Test Generator](#)

Illustrate a Hoax

Explore the potential for AI image generation tools (e.g., DALL-E, Midjourney, Stable Diffusion) to create realistic fake news items, or provide "evidence" that would be considered as experiential.

By Juliana Garcia-Harris

[All Library](#) [Computer](#) [Mathematics](#) [Ethics & Philosophy](#) [History](#)

[Test Generator](#)

Arresting Metaphors

Evaluate if novel metaphors to create poetic metaphors through reading. Use the experiential, reflective, and observational as well as the theory of metaphor in education.

By David Robinson

[Computer](#) [Literature & Poetry](#)

[Library Article](#) [Reading](#)

Close Reading the Terms of Service

Because users interact with the data and privacy impacts of entering an account with Google, and gain experience with legal and technical terms along the way.

By Andrew Johnson

[Computer](#) [Ethics](#) [Law](#) [Technology](#) [Writing](#)

[Test Generator](#)

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August 27, 2024

AI Pedagogy Project: Assignments Harvard University

<https://aipedagogy.org/assignments/>

Generative AI and Stasis Theory

Use Generative AI to create and enhance engagement with a classical rhetorical tradition: the four questions of Stasis Theory is effective for developing an argument by locating the issue or dispute in a case.

By Scott Moulton

[All Library](#) [Bio](#) [Education](#) [Ethics & Philosophy](#) [Language](#)

What's Your P(doom)?

Speculate on AI's future by creatively reinterpreting your own platform, or the possibility that AI will harm or help humanity.

By Heeren Olin

[All Library](#) [Bio](#) [Ethics](#) [Science & Technology Studies](#) [Writing](#)

Simulated Telephone Triage Calls

Retrieve or telephone triage calls with an AI chatbot to practice clinical reasoning and decision-making skills and effectively address patient needs.

By Steven Hestrich

[All Library](#) [Education](#) [Ethics](#) [Medicine](#) [Technology](#)

DuPont Analysis of Coca-Cola

Conduct a financial DuPont analysis of Coca-Cola using real-world data, comparing and contrasting your results with an analysis conducted by Microsoft's chatbot ChatGPT.

By David Robinson

[All Library](#) [Education](#) [Business](#) [Economics](#) [Finance](#) [Math](#)

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AI Pedagogy Project: Assignments
 Harvard University
Activity #37. 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://aiopedagogy.org/assignment/a-truth-a-lie-and-a-blurry-line/>
<https://aiopedagogy.org/assignments/>

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AI Pedagogy Project: Assignments
 Harvard University
Activity #38. Interview Historical and Fictional Characters (conversational skills, literary analysis skills)

Students will write a paper using quoted evidence from the chat transcript.
<https://aiopedagogy.org/assignment/interview-a-fictional-character/>
<https://aiopedagogy.org/assignments/>

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AI Pedagogy Project: Assignments
 Harvard University
Activity #39. Critique and Compare Human and AI-Generated Critiques

Students reflect on the human vs. ChatGPT-generated assessments. Write a page or more reflecting on some of the following questions of your choice. Include at least three quotes from any of the relevant documents.
<https://aiopedagogy.org/assignment/a-tale-of-two-critiques/>
<https://aiopedagogy.org/assignments/>

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AI Pedagogy Project: Assignments
 Harvard University
Activity #40. 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://aiopedagogy.org/assignment/a-tale-of-two-critiques/>
<https://aiopedagogy.org/assignments/>

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AI Pedagogy Project: Assignments
 Harvard University
Activity #41. 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://aiopedagogy.org/assignment/immersive-history/>
<https://aiopedagogy.org/assignments/>

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AI Pedagogy Project: Assignments
 Harvard University
Activity #42. 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://aiopedagogy.org/assignment/correct-a-bad-essay/>
<https://aiopedagogy.org/assignments/>


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August 27, 2024

Activity #43. AI and the Case for Project-Based Teaching

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

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



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AI and the Case for Project-Based Teaching
Activity #44. PBL Designing an Intervention or New Initiative

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

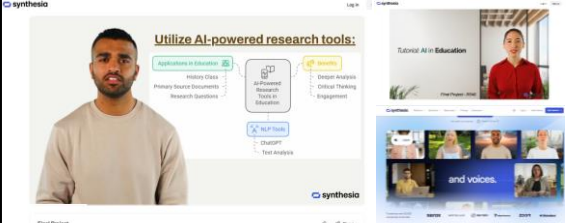
Professors can use problem-oriented projects regardless of academic discipline. For example:

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

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November 5, 2024

Activity #45. AI Video Generation (Synthesia)
AI in Education Tutorial (Claudio Pinto)
 Final Projects R546 Fall of 2024
<https://share.synthesia.io/45b37421-90a3-4180-b855-8b8565763201> (Synthesia)
#1 AI video platform. Create professional looking videos in 140+ languages. Pick a template, choose between 230+ diverse avatars, and type your text.
 Synthesia is a synthetic media generation company that develops software used to create AI generated video content. It is based in London, England.




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November 5, 2024

Activity #46. Pressbook and Podcast (NotebookLM (AI Creator))
Final Projects R546 Fall of 2024
<https://notebooklm.google/>

Pressbook and Podcast (with NotebookLM (AI Creator)), Topic: Teaching Across Cultures: A Pedagogical Guide for Online Faculty in Higher Education; Keirsten Eberts; Link to book: <https://pressbooks.jhu.edu/teachingacrosscultures/>, and Link to AI generated podcast (bottom of this page): <https://pressbooks.jhu.edu/teachingacrosscultures/frontmatter/introduction/>.

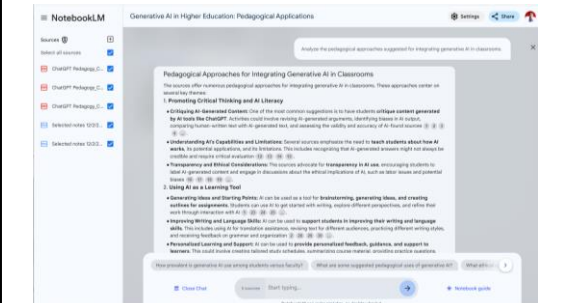
For audio learners, there is an AI generated Podcast based on this book below:



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December 2, 2024

Generate Podcast from Slides (NotebookLM (AI Creator))
How Faculty Can Harness Generative AI for Enhanced Learning
<https://notebooklm.google/>




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Poll #4. Closing questions...

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

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



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Poll #5. Closing questions...

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

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



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Poll #6: Will you attend Curt Bonk's How Faculty Can Harness Generative AI for Enhanced Learning Part 4 Recap on Tuesday March 4 at 10 am Eastern?

- a. Yes
- b. No
- c. Ah...Maybe



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Closing questions...?



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Any Questions or Comments?

Slides at: [TrainingShare.com](https://www.trainingshare.com) (go to "Archived Talks")

Open Access papers: [PublicationShare.com](https://www.publicationshare.com)

Free book: <http://tec-variety.com/>

Free Course: <https://colcommons.org/welcome/coursedetails/8>

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