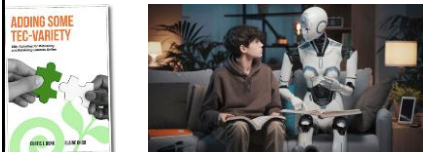



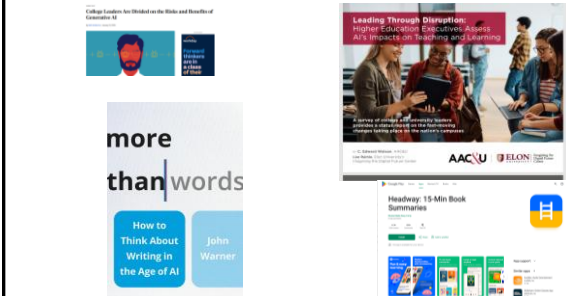
How Faculty Can Harness Generative AI for Enhanced Learning: Part 4. Best of AI Pedagogy

**Curtis J. Bonk, IST Professor
Indiana University**
cjbonk@iu.edu; <http://curtbonk.com/>

1

2025: AI, AI, AI, AI... AI in Higher Ed News



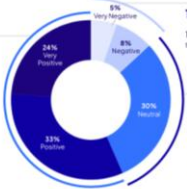
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January 30, 2025 Digital Education Council Global AI Faculty Survey Digital Education Council

<https://www.chronicle.com/newsletter/teaching/2025-01-30>

Faculty sentiment on AI divided, with one third staying neutral

Faculty sentiment on AI in education. % of respondents



57% Positive
57% of faculty have a positive sentiment toward AI

13% Negative
13% of faculty hold a negative sentiment

30% Neutral
30% of faculty took a neutral stance, indicating a substantial proportion of educators are either uncertain or have mixed feelings about AI's impact on education.


3

January 30, 2025 Digital Education Council Global AI Faculty Survey Digital Education Council

<https://www.chronicle.com/newsletter/teaching/2025-01-30>

61% of faculty have used AI in teaching

Faculty usage of AI in teaching. % of respondents



39% have not used AI

61% have used AI

AI in teaching and learning
61% of faculty report having used AI in teaching. According to the Digital Education Council's [Digital Education Council's Global AI Faculty Survey](https://www.chronicle.com/newsletter/teaching/2025-01-30), 61% of respondents reported having used AI in their education.

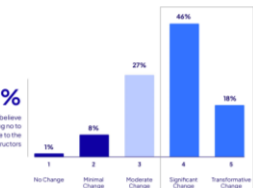
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January 30, 2025 Digital Education Council Global AI Faculty Survey Digital Education Council

<https://www.chronicle.com/newsletter/teaching/2025-01-30>

Substantial change is coming to teaching

Faculty perceptions of impact of AI on the role of instructors. % of respondents



9%
Only 9% of faculty believe that AI will bring no to minimal change to the roles of instructors.

64%
Almost two in three respondents believe that AI will bring significant to transformational change to the roles of instructors.

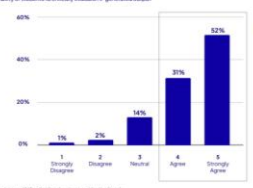
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January 30, 2025 Digital Education Council Global AI Faculty Survey Digital Education Council

<https://www.chronicle.com/newsletter/teaching/2025-01-30>

83% of faculty concerned about student ability to evaluate AI

Concerned about student ability to critically evaluate AI output. % of respondents



83%
A significant majority (83%) of faculty members expressed concern about student ability to critically evaluate AI-generated output, with more than half of them expressing serious concerns.

Critical Thinking Skills
Critical thinking has emerged as a central topic in discussions about AI's impact on education. Facilitating students' critical thinking and learning is also cited as the most important skill that educators need in the age of AI and digital.

6

January 30, 2025

Digital Education Council Global AI Faculty Survey Digital Education Council

<https://www.chronicle.com/newsletter/teaching/2025-01-30>

Digital Education Council Global AI Faculty Survey 2025 | Section 5: Guidelines, Communication, and Resources

Institutions have not made clear how AI can be used in teaching

Faculty perception on the clarity provided by their institution regarding AI use in teaching, % of respondents

Question: "Based on what you agree or disagree with the statement?"

- * My institution has made clear how AI can and cannot be used in teaching.

Response	Percentage
1 Strongly Disagree	25%
2 Disagree	22%
3 Neutral	33%
4 Agree	14%
5 Strongly Agree	6%

80% of faculty feel there is a lack of clarity on how AI can be applied in teaching within their institutions.

Lack of clarity on AI in teaching

The perceived lack of clarity regarding the use of AI in teaching may stem from insufficiently defined guidelines and communication at the highest levels of the DCC Executive Briefing #100 and #101.

Only 6% of faculty think their institution has clearly outlined how AI can be used in teaching.

7

January 30, 2025

Digital Education Council Global AI Faculty Survey Digital Education Council

<https://www.chronicle.com/newsletter/teaching/2025-01-30>

Digital Education Council Global AI Faculty Survey 2025 | Section 2: Faculty Sentiment on AI, Roles, and Skills for the Future

Top 5 skills educators need for the AI era

Faculty ranking of skills that educators need in the age of AI and digital

Question: "In your view, what are the top skills that an educator needs in the age of AI and digital?"

Skill	Percentage
Facilitating students' critical thinking and learning	81%
AI & digital literacy	68%
Adaptability and flexibility	61%
Expertise in ethical and responsible AI & tech	51%
Innovating pedagogy	49%

8

Poll #1. Warm-up questions...

(Source: OpenAI, February, 2025, <https://cdn.openai.com/global-affairs/openai-edu-ai-ready-workforce.pdf>)

What are the top uses of ChatGPT for 18- to 24-year-old AI users?

- Starting papers/projects
- Summarizing texts
- Brainstorming creative projects
- Explore topics
- Edit writing

9

Monday, February 24, 2025

Stat of the day 48 percent of 18- to 24-year-old AI users who ask ChatGPT to help them start papers or projects...new report by OpenAI. Two other top uses: summarizing texts and brainstorming for creative projects.

Building an AI-Ready Workforce:

A Look at College Student ChatGPT Adoption in the US

OpenAI

Top Student Use Cases

- 1 Learning & Tutoring (24%)
- 2 Writing Help (23%)
- 3 Miscellaneous Questions (18%)
- 4 Programming Help (15%)

Source: OpenAI user data from January 2025.

AI usage based on OpenAI's survey questions.

1. 48% of 18- to 24-year-old AI users ask ChatGPT to help them start papers or projects.

2. 41% of 18- to 24-year-old AI users ask ChatGPT to help them summarize texts.

3. 35% of 18- to 24-year-old AI users ask ChatGPT to help them brainstorm for creative projects.

4. 24% of 18- to 24-year-old AI users ask ChatGPT to help them learn and tutor.

5. 23% of 18- to 24-year-old AI users ask ChatGPT to help them write.

6. 18% of 18- to 24-year-old AI users ask ChatGPT to help them answer miscellaneous questions.

7. 15% of 18- to 24-year-old AI users ask ChatGPT to help them with programming.

8. 12% of 18- to 24-year-old AI users ask ChatGPT to help them with research.

9. 10% of 18- to 24-year-old AI users ask ChatGPT to help them with grammar.

10. 8% of 18- to 24-year-old AI users ask ChatGPT to help them with math.

11. 7% of 18- to 24-year-old AI users ask ChatGPT to help them with history.

12. 6% of 18- to 24-year-old AI users ask ChatGPT to help them with science.

13. 5% of 18- to 24-year-old AI users ask ChatGPT to help them with art.

14. 4% of 18- to 24-year-old AI users ask ChatGPT to help them with music.

15. 3% of 18- to 24-year-old AI users ask ChatGPT to help them with sports.

16. 2% of 18- to 24-year-old AI users ask ChatGPT to help them with travel.

17. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with food.

18. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with fashion.

19. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with technology.

20. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with business.

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41. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with manufacturing.

42. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with construction.

43. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with agriculture.

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45. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with energy.

46. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with utilities.

47. 1% of 18- to 24-year-old AI users ask ChatGPT to help them with transportation.

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10

Poll #2. Warm-up questions...

Source: More higher ed students embrace AI for active learning eCampus News, January 9, 2025

<https://www.ecampusnews.com/ai-in-education/2025/01/09/more-higher-ed-students-embrace-ai-for-active-learning/>

US higher education faculty top interests in using AI?

- Generate additional examples/sources
- AI-based tutoring services to assist students with difficult concepts
- Help creating instructional materials
- Present additional examples or steps
- Create study tools such as outlines, flashcards, practice tests, and study guides

11

December 2024

Pearson 2024 End of Year AI Report for Higher Education

<https://pk.pearson.com/sites/pearson-corp/files/2024-12/ai-perception-and-usage-research.pdf>

77% of US higher ed faculty members can envision using generative AI to enhance instruction.

- 41% help generate additional examples and sources
- 40% help students with concepts they are struggling with (AI-based tutoring)
- 39% help them create instructional materials
- 30% provide additional examples or guided step-by-step solutions
- 35% provide AI-generated study tools (outlines, flashcards, practice tests, study guides)

12

How Faculty Can Harness Generative AI for Enhanced Learning: Part 1. Learner Motivation with R2D2 & TEC-VARIETY

**Curtis J. Bonk, IST Professor
Indiana University**

cjbonk@iu.edu; <http://curtbonk.com/>



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Poll #3. Warm-up questions...

Did you attend any of the three previous webinars on "How Faculty Can Harness Generative AI for Enhanced Learning?"

- No or Not sure.
- Yes, one of them.
- Yes, two of them.
- Yes, all three of them!

14

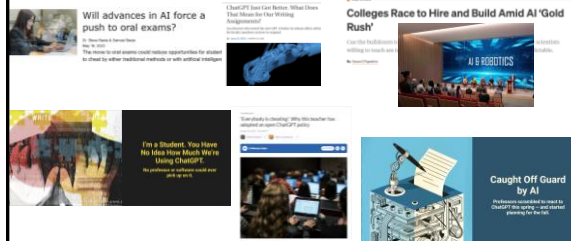
Poll #4. Warm-up questions...

How often do you use **ChatGPT, ChatPDF, Claude, Gemini, Microsoft Co-pilot** or other Generative AI tools?

- Lots of times each day.
- Nearly every day.
- About once a week.
- About once a month.
- Just once or twice to test it out.
- Never. Never. Never.

15

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



16

November 13, 2023 Why You Should Rethink Your Resistance to ChatGPT

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

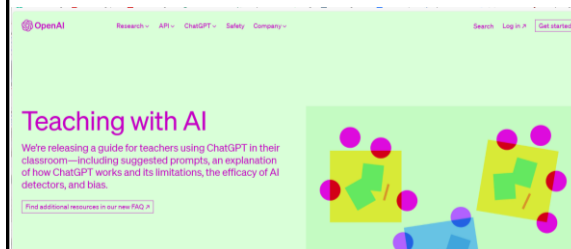
A **more recent study** found that **nearly half (49 percent)** of college students are using generative AI tools, but only **22 percent** of faculty members. That disconnect highlights faculty hesitation to use AI as much as it reveals potential resistance.



17

Sources Teaching with AI

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



18

July 12, 2023

**Incorporating AI in Teaching:
Practical Examples for Busy Instructors**
Daniel Stanford's Substack

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

Daniel Stanford's Substack

Incorporating AI in Teaching: Practical Examples for Busy Instructors



Here are the eight categories I've identified so far (in no particular order):

1. Intentional Misuse
2. Text Revision
3. Critiques of AI-Generated Content
4. Creative Writing/Brainstorming
5. Role-Play
6. Presentation Preparation
7. Research and Inspiration
8. Instructional Design

19

April 3, 2023

**Affordances and Pedagogical Benefits
ChatGPT for Language Teaching and Learning**

<https://journals-sagepub-com.proxylib.wits.ac.za/doi/epub/10.1177/0033688231162868>

It can:

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

20

August 15, 2023

**ChatGPT and generative AI:
25 applications in teaching and assessment**
Seb Dianati & Suman Laudari, Charles Darwin University

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

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

16. **Spark a debate:** Can you respond to the following question/quote/topic on first-year student needs from culturally and linguistically diverse backgrounds and affirmative action? Be critical and provide pro and con arguments. Ensure to include supporting examples for class debate.
17. **Create exemplars for assessment tasks:** Offer suggestions that can function as an exemplar on how to write an effective introduction in an essay. Also, how to do an effective abstract.
18. **Assessment ideas using ChatGPT for students:** Develop 10 assessment ideas whereby students need to use ChatGPT in their assessment to make more critical academic decisions, with a mix of formative and summative assessment ideas.
19. **Develop an alternative lesson plan:** Develop an alternative lesson plan on artificial intelligence for a particularly gifted student. Include time needed for each activity.
20. **Provide YouTube summaries:** Use this YouTube transcript of a previous teacher and summarise their video into 10 bullet points. How can this data help me develop my presentation. Outline things overlooked or missing.
21. **Plan notes for a tutorial:** Act as a university teacher. I've never done teaching this year. Suggest a tutorial topic for a first-year engineering. Im


21

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

May 17, 2023

The WAC Clearinghouse, a collaboration between the WAC Clearinghouse and the [WAC Clearinghouse](#), is pleased to announce the release of the collection, *TextGenEd: An Introduction to Teaching with Text Generation Technologies*, edited by Annette Vee and Carly Schnitzler. The digital collection addresses generative AI and the most advanced technology writing devices. TextGenEd features undergraduate-level assignments for research students. At theory, historical and ethical arguments, research approaches and professional writing, along with introductions to guide instructor understanding and their students' use of AI responses to their queries.

TEXT
GEN
ED

Teaching with Text Generation Technologies

Edited by
Annette Vee, Carly Schnitzler & Carly Schnitzler

22

July 23, 2023


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

Chrissi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). **101 creative ideas to use AI in education: A crowdsourced collection (2023 1.2)** [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.835454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

101 Creative ideas to use AI in education



12 Branching scenarios using AI-generated case studies




23


Introducing the TEC-VARIETY Framework

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

**Tone/Climate
Encouragement, Feedback
Curiosity**

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





What motivates?

1. Tone/Climate: Psychological Safety, Comfort, Sense of Belonging
2. Encouragement: Feedback, Responsiveness, Praise, Support
3. Curiosity: Surprise, Inquire, Uncover
4. Variety: Novelty, Fun, Fairplay
5. Autonomy: Choice, Control, Flexibility, Opportunities
6. Relevance: Meaningful, Authentic, Interesting
7. Interactivity: Collaborative, Team-based, Community
8. Engagement: Effort, Endorsement, Investment
9. Tension: Challenge, Dissonance, Controversy
10. Yielding Products: Goal Oriented, Purposeful Vision, Ownership

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August 21, 2023

1. Tone/Climate:

A. ChatPDF: Generate Questions for Guest Speakers

https://curtbonk.com/R622_online_syllabus_Fall_2023.htm

Option: We are reading... "Exploring Interactions in a Synchronous Hybrid Language" Class (by Dr. Chaoran Wang). Input one or more assigned articles from guest(s) into ChatPDF and have it generate questions. Ask those questions during session.

Here are three example questions you may have about this PDF file:

- ▶ What are the six emergent patterns of interaction found in the classroom video recordings?
- ▶ How does hybrid instruction differ from the rural school's pedagogical tradition and classroom culture?
- ▶ What is the updated framework proposed by the author for understanding the complexities inherent in interactions within hybrid learning spheres?

Chat with any PDF

Done of students, researchers and professors
to answer questions and understand research



Copy PDF here

25

August 15, 2023

1. Tone/Climate:

B. AI Generated Ice Breakers or Team Building Exercises

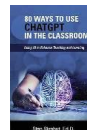
25 applications in teaching and assessment

Seb Dianati & Suman Laudari, Charles Darwin University

<https://www.0imeshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

Act as if it is the first day of class and use proven and effective rapport-building exercises for students to create a sense of community.

A. Develop a series of questions for online students to engage in the class at the same time as I am delivering the class in a physical classroom.



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September 8, 2023

2. Encouragement, Feedback:

A. Exam Preparation

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

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



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July 23, 2023

101 creative ideas to use AI in education

3. Curiosity, Intrigue, Unknowns:

A. Chat with Anyone in Past

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

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

55 Chat with anyone from the past

Author: Darya AI Chatbot
Contact details: darya@digital.com, LinkedIn


Role: Educator – IB MYP Biology Teacher, Personal Project Coordinator, Science Teacher (IB)

Implementation/organization: English Talents School, Jordan

Context: Transform your students' learning with our program for educators. With our AI models, you will have control over the content and factual information. Want to bring a chapter of a book to life? Get in touch and we can help you create an exciting and engaging experience for your students.

My idea: An AI-powered app that lets you have the fun conversations with historical figures.

What I aim to achieve: This will create an amazing opportunity for learners to generate contextual and debatable questions.

Where the innovation comes from: 

Appreciation: Recognized as a 100% AI-powered app that lets you have the fun conversations with historical figures.

What you like to learn about the origin of the project/innovation: I was inspired by the idea of having a chatbot that could talk to historical figures.

Did you discover any other ideas? Yes, I discovered many other ideas.

The overall innovation made a positive or neutral impact on the world (please explain why): It has a positive impact on the world.

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June 7, 2023

4. Variety, Novelty, Fun, Fantasy:

A. Learn new words through images by making suggestions for things to add or change

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



"Улицы в москве"

Made by Bing Image Creator

Powered by DALL-E

"Улицы в москве с красными автомобилями"

Made by Bing Image Creator

Powered by DALL-E

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August 21, 2023

5. Autonomy, Choice:

A. Brave People Option: Book Review

https://curtbonk.com/R511_online_syllabus_fall_2023.htm

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


30

November 13, 2023

6. Relevance, Meaningfulness:

A. Why You Should Rethink Your Resistance to ChatGPT
Flower Darby, Chronicle of Higher Education
<https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt>
<https://www.youtube.com/watch?v=2XBa3CAINrQ>

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

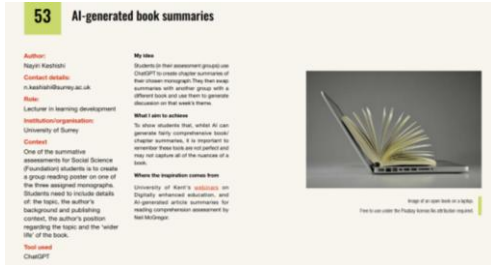


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July 23, 2023

7. Interactive, Collaborative:

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



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October 5, 2023

7. Interactive, Collaborative:

B. Book Summary Comparison

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

- A freshman seminar about AI and robotics. **Students work in groups to outline and summarize the first three chapters.** Then he **showed them what ChatGPT had produced in an outline.**
- "Their version and ChatGPT's version seemed to be from two different books," McCullen wrote. "ChatGPT's version was essentially a 'laundry list' of events. Their version was narratives of what they found interesting. The students had focused on what the story was telling them, while ChatGPT focused on who did what in what year." The chatbot also introduced false information, such as wrong chapter names.
- Found it "soulless."




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July 23, 2023

101 creative ideas to use AI in education

7. Interactive, Collaborative:

c. Student-led Case discussions with ChatGPT Prompts (AI can help focus, is reliable, nudge)
 Chissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023).
101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software].
 Zenodo. <https://doi.org/10.5281/zenodo.8355454>



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July 12, 2023

7. Interactive, Collaborative:

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

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

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

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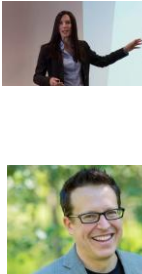
August 31, 2023

7. Interactive, Collaborative:

E. Role Playing Challenging Conversations
<https://openai.com/blog/teaching-with-ai>

Dr. Helen Crompton, Professor of Instructional Technology at Old Dominion University, encourages her education graduate students to use ChatGPT as a stand-in for a particular persona—like a **debate partner who will point out weaknesses in their arguments, a recruiter who's interviewing them for a job, or a new boss who might deliver feedback in a specific way.**

Last month, educational psychologist Ronald Beghetto asked a group of graduate students and teaching professionals to discuss their work in an unusual way. As well as talking to each other, they conversed with a **collection of creativity-focused chatbots based on ChatGPT...at Arizona State University (ASU).** **Beghetto prompts the bots to take on various personas to encourage creativity—** for example, by deliberately challenging someone's assumptions. One student discussed various dissertation topics with the chatbots



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July 12, 2023

8. Engagement, Involvement:
A. Analyze AI Bias
Daniel Stanford's Substack
https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrwkutm_campaign=post&utm_medium=web

Example Activity: Analyze examples of bias in AI output.

- Example prompt: **Write a scene in a movie script where people in specific professions interact** (e.g., a doctor/nurse, pilot and flight attendant).
- Student reflection question: **What gender did AI assign to each role?** How did this reinforce or contradict common stereotypes?
- Additional example assignment: **Analyze how AI handles racial or gender representation** depending on prompt wording. See examples at bit.ly/bias-in-ai-images.

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July 12, 2023

8. Engagement, Involvement:
B. Analyze AI Bias
Daniel Stanford's Substack
https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrwkutm_campaign=post&utm_medium=web

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

Prompt: Illustration of nurse, doctor, pilot and professor with diverse racial representation (Source: openai.com/product/dall-e-2)

Prompt: Illustration of nurse, doctor, pilot and professor (Source: openai.com/product/dall-e-2)



Examples of Bias in AI Image Generation

38

March 1, 2025

9. Tension, Challenge, Controversy, etc.:
A. What is smileUP & How to use it?
SMILE, Stanford
<https://ask.smile.seedsofempowerment.org/>
<https://always.seedsofempowerment.org/>
<https://www.youtube.com/watch?v=pblU8sSALWo>

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

39

Kim, P., Wang, W., & Bonk, C. J. (online first, 2025). Generative AI as a coach to help students enhance proficiency in question formulation. *Journal of Educational Computing Research*.
<https://doi.org/10.3117/072586334251318222>

Following the launch of the generative AI Web application, Ask.SMILE, for evaluating the level of questions asked, 2,559 educators generated 25,973 question-feedback sets over a three-month period; an average of over 10 questions generated per participant.

	Value	Percent
Number of Observations (N)	25,973	100%
Level 1 Remembering Questions	7,073	27.2%
Level 2 Understanding Questions	4,401	16.9%
Level 3 Applying Questions	2,574	9.9%
Level 4 Analyzing Questions	3,832	14.9%
Level 5 Evaluating/Creating Questions	8,093	31.1%
Mean Level of Questions	3.056	
Standard Deviation (SD)	1.627	




Figure 1: Example of asking a Level 1 question (i.e., remembering) and receive feedback in the Ask.SMILE system.

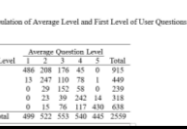


Figure 2: Example of asking a Level 5 question (i.e., evaluating/creating) and receive feedback in the Ask.SMILE system.


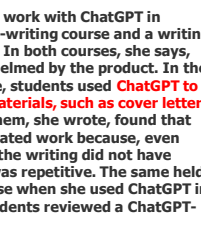
First Level	Average Question Level					Total
	1	2	3	4	5	
1	488	208	178	45	0	919
2	13	247	110	78	1	449
3	0	29	152	58	0	239
4	0	23	39	242	14	318
5	0	15	78	117	438	638
Total	489	532	555	540	443	2559

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October 5, 2023

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

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

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

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

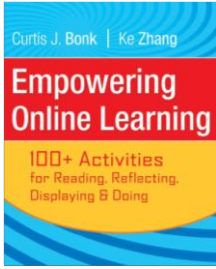




MOTIVATION



42

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

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The R2D2 Model

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



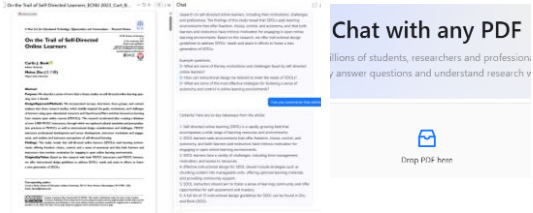
44

August 21, 2023

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

https://curtbonk.com/R622_online_syllabus_fall_2023.htm

Option: Input one or more of the assigned articles and have ChatPDF generate questions on it or key points or both.



45

November 23, 2023

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

Timothy Laquintano, Lafayette College

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

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



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November 23, 2023

Reflect 2b. AI for Editing (TextGenEd)

Nupoor Ranade, George Mason University

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

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



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

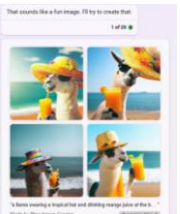
47

June 7, 2023

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

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

<https://tesl-ej.org/pdf/ej107/int.pdf>



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July 23, 2023

101 creative ideas to use AI in education, Display 3b. Rewriting with AI Image Generators

Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8335454> (University of Leeds, Univ. of Calgary, and Univ. of Macedonia)

34 Rewriting with AI Image Generators

Author: Christopher Sean Harris
Contact details: charris@leeds.ac.uk
Role: Educator
Institution/Organization: California State University
Context: Students use AI image-generation tools such as DALL-E to create images based on their writing, particularly memoirs.
Tools used: DALL-E 2



My idea: Rewriting with AI Image Generators

What I aim to achieve: Students recall more effective & brief summaries of their writing to provide an AI image generator with pertinent instructions. Additionally, students must provide the AI tool with a command, a desired output, and context. The exercise helps students summarize in directive ways as well as learn how to thoughtfully and iteratively collaborate with AI tools.

Where the inspiration comes from: Discussing their multilingual memoirs, students searched what kinds of images they could use. I suggested AI and plugged an entire essay into the prompt. From there I discovered ways to refine the prompt to direct the AI to produce

49

November 15, 2023

Do 4a. DALL-E Created Cartoon Strips


Even though DALL-E created great cartoon strips, it could not verbally explain the meaning of density in a friendly way without using the formula.

Heejung An, William Paterson University

1. Create a cartoon strip that explains density.
2. Create a cartoon strip that demonstrates an understanding of density.

<https://www.nature.com/articles/694586-02-03607-3>

DALL-E



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

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July 23, 2023

101 creative ideas to use AI in education Do 4b. Comic Book Content Creations (Aras Bozkurt, Anadolu University)

Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023 1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8335454>

98 Academic knowledge brought to life in comic book frames

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



My idea: Academic articles, research books and other similar content can be boring. Especially since such studies are lengthy they can be challenging to remember content. Instead, changing the same content into a comic strip can make such academic content more engaging.

What I aim to achieve: Academic information presented with comic strips can be fun, stimulating and easier to remember.

Where the inspiration comes from: I used to read a lot of comic books from a kid and still read them whenever I can.

51

October 17, 2024

Do 4c. Udio or Suno: Makes a Song About Anything

<https://www.udio.com/> and <https://suno.com/>

SUNO Make a song about anything



Make a song for every memory

Global Trending

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November 5, 2024

Do 4d. 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**.

synthesia



Utilize AI-powered research tools:

Applications in Education

AI-powered Research Tools in Education

and voices.

53


November 5, 2024

Do 4e. 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*; Keesten Eberts; Link to book: <https://pressbooks.psu.edu/teachingacrosscultures/> and Link to AI generated podcast (bottom of this page): <https://pressbooks.psu.edu/teachingacrosscultures/front-matter/introduction/>. NotebookLM now lets you listen to a conversation about your sources. Our new Audio Overview feature can turn documents, slides, charts and more into engaging discussions with one click.

Teaching Across Cultures: A Pedagogical Guide for Online Faculty in Higher Education

Keesten Eberts



54

December 7, 2024

**Do 4f. Generate Podcast from Slides (NotebookLM (AI Creator)
How Faculty Can Harness Generative AI for Enhanced Learning**
<https://notebooklm.google/>

The image shows a screenshot of the NotebookLM interface. On the left, there's a list of sources. The main area displays a generated podcast titled 'Generative AI in Education: Opportunities, Challenges, and Transformational Potential'. Below the text, there's a waveform and a speaker icon, indicating audio playback.

55

Napkin

<https://app.napkin.ai/>

Generative AI in Education Cycle

The diagram illustrates a cycle of four stages: 1. Reading/Listening (Verbal and Auditory Learners), 2. Reflecting/Writing (Reflective & Observational Learners), 3. Displaying (Visual Learners), and 4. Doing (Hands-on Learners). A central box labeled 'Teachers' Reflections and Discussions' is connected to all four stages. Below the cycle, three numbered boxes describe the benefits: 1. Foster Critical Thinking (Encourages analytical skills using AI tools), 2. Enhance Creative Thinking (Stimulates innovative ideas with AI assistance), and 3. Promote Collaboration (Facilitates teamwork through AI platforms).

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How Faculty Can Harness Generative AI for Enhanced Learning: Part 2 Learner Critical and Creative Thinking and Collaboration

**Curtis J. Bonk, IST Professor
Indiana University**
cjbonk@iu.edu; <http://curtbonk.com/>

The image features a book cover titled 'Adding Some Tec-Variety' on the left. In the center is a 3D rendering of a white humanoid robot sitting at a desk with a laptop. On the right is a circular diagram with four quadrants: 'Diversity' (top), 'Collaboration' (right), 'Creativity' (bottom), and 'Critical Thinking' (left). Each quadrant contains a list of related skills or concepts.

57

August 10, 2023

Teachers are surprise AI champions

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

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

A small thumbnail image shows a teacher sitting at a desk, looking at a laptop screen. The text 'Teachers are surprise AI champions' is overlaid on the image.

58

AI Tutor Pro and AI Teaching Assistant Pro, Contact North

<https://www.aiteachingassistantpro.ca/>
<https://www.aitutorpro.ca/>

The image shows two side-by-side screenshots of AI-powered educational tools. The left screenshot is for 'AI Tutor Pro', described as 'Your Knowledge & Skills Booster'. The right screenshot is for 'AI Teaching Assistant Pro', described as 'Reduce Your Workload - Enhance Your Teaching'. Both interfaces feature user avatars and lists of features.

59

July 10, 2024

'A Professor's Digital Mini-Me'


Alex Walters, The Chronicle of Higher Education
<https://www.chronicle.com/article/a-professors-digital-mini-me>

The image shows a virtual classroom environment. A female professor in a white lab coat stands in front of a whiteboard. The whiteboard displays a diagram titled 'A Professor's Digital Mini-Me' with various icons representing different roles and skills. Text on the right side of the image reads: 'A Professor's Digital Mini-Me' and 'Could Morehouse College's AI teaching assistants make a difference?'.

60

January 11, 2024

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



Innovation Insights

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

Kevin Hogan
 January 11, 2024

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

61



November 13, 2023

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

Why You Should Rethink Your Resistance to ChatGPT

How to teach with AI tools in ways that meet faculty concerns about ethics and equity.

By Flower Darby | NOVEMBER 13, 2023

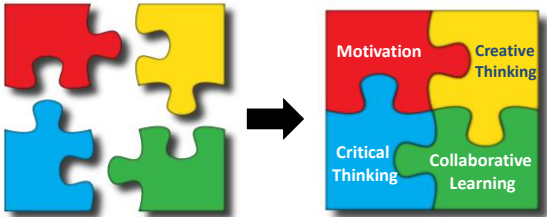
EDSCOOP Tours Events Podcasts Videos Insights

ChatGPT is about as exciting as a Twinkie

While rare and perhaps useful, ChatGPT lets the substance educators should be encouraging in their student writing.

By Elizabeth C. ...

62



Motivation **Creative Thinking**

Critical Thinking **Collaborative Learning**

63

January 8, 2024


Activity #1. Brave People Option: Human-to-Human vs. AI Augmented Discussions
https://curtbonk.com/R678_online_syllabus_spring_2024.htm

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

Week 4: Human to Human Discussion
 All Sections
 Last post at Feb 6, 6:29 PM Available until May 6, 11:59 PM

Week 5: AI Augmented Discussion
 All Sections
 Last post at Feb 6, 9:46 AM Available until May 6, 11:59 PM

10 Generative AI Tools for Work Productivity




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January 8, 2024

Activity #2. Brave People Option: Software and Technology Tool Reviewer
https://curtbonk.com/R678_online_syllabus_spring_2024.htm

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

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




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January 8, 2024

Activity #3. Brave People Option: Script Creator and Developer
https://curtbonk.com/R678_online_syllabus_spring_2024.htm

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

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



66

July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

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

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

Ask students to:

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

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July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Activity #5. Pro and Con Debates.

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



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July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Activity #6. Summarize arguments and produce themes.

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

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July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

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

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

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July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

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

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

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July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

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

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

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July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Activity #10. GAI as a Peer Editor.

A. Ask GAI to offer constructive feedback on their writing, with specific suggestions for where and how to make improvements in grammar, logic, and flow (tailor this prompt to your desired outcomes).

B. Students review the GAI

C. Students respond to sev
Which suggestions find

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July 18, 2023

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

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Activity #11. Brainstorm Ideas for Assignment.

A. Use GAI to brainstorm ideas for an assignment that is relevant to the course (e.g., topics for a research paper, research study ideas, new business ideas, marketing taglines, etc.) .

B. Students evaluate the ideas based on the established criteria for the assignment.

C. Students further develop their preferred idea and complete the assignment.

D. In-class discussion or written reflection: Students critically analyze the usefulness of AI in the brainstorming process.

74

July 23, 2023

101 creative ideas to use AI in education,

Activity #12. Case Study Generation and Discussion

Christi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>
<https://www.chromicle.com/article/here-will-artificial-intelligence-change-higher-ed>

58 Endless case studies: Using ChatGPT for authentic practice scenarios

101 Creative ideas to use AI in education

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July 23, 2023

101 creative ideas to use AI in education,

Activity #13. Generating Feedback Poetry

Christi Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martinez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454>
(University of Leeds, Univ. of Calgary, and Univ. of Macedonia)

01 Generating feedback poetry

76

July 23, 2023

101 creative ideas to use AI in education,

Activity #14. AI Generated Art-Based Feedback

Zenodo. <https://doi.org/10.5281/zenodo.8355454>

97 AI to generate art-based feedback

77

August 15, 2023

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

Seb Dianati & Suman Laudari, Charles Darwin University
<https://www2imshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

Activity #15. Provide Explanations and Reflection Questions.

A. Provide the 10 most common misconceptions and explanations of Carl Jung's work in psychology and how it differs from Sigmund Freud's.

B. Include a Q&A list of prompts for my first-year unit in educational psychology to evaluate their knowledge after class on the topic above.

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August 15, 2023

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

Activity #16. Generate Code Snippets.
Ask ChatGPT: How do I make an HTTP request in JavaScript? Answer as if you were teaching first-year programming and offer examples, solutions, issues and common mistakes.



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November 23, 2023

**Activity #17. Using AI Text as Prompts for
Critical Analysis (TextGenEd)**

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

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



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October 5, 2023

**Activity #18. Annotate a ChatGPT-
Generated Essay**

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

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



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November 23, 2023

**Activity #19. Critical Assessment and Analysis
Exercise (TextGenEd)**

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

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



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November 23, 2023

**Activity #20. Promoting Ethical AI Literacy in an
Undergraduate Course (TextGenEd)**

Mike Frazier, Michigan State University, Lauren Hensley, Ohio
Wesleyan University
<https://wac.colostate.edu/repository/collections/textgened/ethical-considerations/>

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



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May 25, 2023

**Activity #21. Counseling or Social
Worker Session Practice**

Chat with heypi; especially good for
social/emotional/burnout support
<https://heypi.com/talk>

Talk to Pi,
your personal AI

they flew from Las Vegas to Indianapolis

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

With me

heypi.com

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

2 nights

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

84

July 12, 2023

Activity #22. Generate Plans, Guides, Checklists, and Instructional Design Materials
Daniel Stanford's Substack
https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bejrwkutm_campaign=post&utm_medium=web

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

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

Example prompts:

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

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

Curtis J. Bonk, IST Professor
Indiana University
cjbonk@iu.edu; <http://curtbonk.com/>

86

July 5, 2024

AI in Education
Stefanie Panke and Israt Jahan Ooeshi
https://edtechbooks.org/ai_in_education
Educate AI
<https://edu-ai.org/3d-flip-book/educate-ai-magazine-volume-1-issue-2/>

87

August 1, 2024

Exploring AI: Students Share Their Awareness and Usage of Generative AI
Rachel Janzen, Clare Church, and Radhe Paleia
<https://forum.academica.ca/forum/exploring-ai-students-speak-about-their-awareness-and-usage-of-chatgpt>

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

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

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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%)**

89

February 26, 2024

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

Job Postings at Colleges

The number of AI-related postings on The Chronicle's jobs site soared in comparison with all job postings in 2023.

Year	1-year percent change in AI postings	1-year percent change in all postings
2020	-36%	-17%
2021	38%	41%
2022	13%	14%
2023	57%	124%

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

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November 30, 2023
Over 1,000 Sun Devils enroll in ASU's generative AI training course

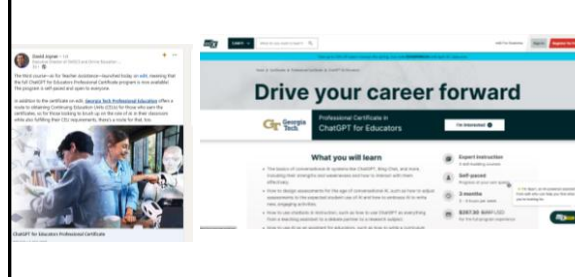
<https://tech.asu.edu/features/ASUFacultyAICourse>



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April 19, 2024
Professional Certificate in ChatGPT for Educators
Georgia Tech

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



92

March 2024
Student affordances to using ChatGPT
The Educational Affordances and Challenges of ChatGPT:
State of the Field

Helen Crompton and Diane Burke, TechTrends

<https://link.springer.com/articles/10.1007/s11528-024-00939-0>

Student codes

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

93

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.



94

July 5, 2024
Teaching: Getting in sync with students about AI
 Beth McMurtrie, The Chronicle of Higher Education
Case: Professor Ken McKay, Management Sciences,
University of Waterloo

<https://www.chronicle.com/newsletter/teaching/2024-07-05>

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



95

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

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



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


© OpenAI

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February 16, 2024

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

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



Prompt: Generate four woolly mammoths stomping through a snowy meadow. Real long woolly fur lighter blues in the wind as they walk, some crouched here and dramatic color sunset mountains in the distance, mid afternoon light with orange clouds and a sun high in the distance creates a warm glow, the low camera angle is stunning capturing the large furry mammoth with beautiful atmospheric depth of field.


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February 16, 2024

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

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



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

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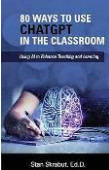
February 10, 2023

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

Activity #1. Think, Pair, Share

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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



99

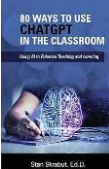
February 10, 2023

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Activity #2. List Generator Discussions

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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



100

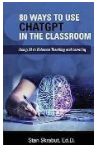

February 10, 2023

80 Ways to Use ChatGPT in the Classroom
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Activity #3. Language Conversation Partners

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVC8MXJY>

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

101

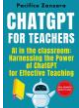
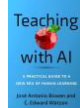
April 4, 2024

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

Activity #4. Blogging and Journaling
 Jose Antonio Bowen and C. Edward Watson

<https://www.press.jhu.edu/books/title/53869/teaching-ai>
<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Teaching/dp/B0CPOWKWYQ>


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

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April 4, 2024
Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)
Activity #5. 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 #6. Human vs. AI
 Jose Antonio Bowen and C. Edward Watson
<https://www.press.jhu.edu/books/title/53869/teaching-ai>


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



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August 31, 2024
Brave People Option:
Activity #7. 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?
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 #8. 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.
AI Option: Adventurous students might ask ChatGPT or Claude, Microsoft Copilot, Gemini, etc. to generate a fictional dialogue between two or three such experts. Or ChatGPT could create a fictional expert that could respond to student questions.





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August 28, 2024
Creative Explorations, WAC Clearinghouse
Activity #9. Professional Writing for Healthcare
 Heidi McKee, Miami University
<https://wac.colostate.edu/repository/collections/textgenai/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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July 23, 2023
101 creative ideas to use AI in education
Activity #10. Student-led Case discussions with ChatGPT Prompts (AI can help focus, is reliable, nudge)
 Chrisi 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>


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

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

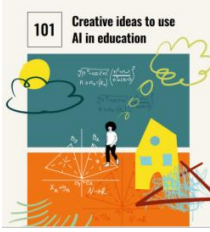
My idea
 Counselling students need to discuss client case studies, drawing on their knowledge of various factors such as ethics, boundaries, relationships.

Contact details:
 f.shor@bangor.ac.uk
Institutions/organisations:
 Bangor University
Tool(s) used:
 ChatGPT

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



101 Creative ideas to use AI in education



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August 27, 2024

AI Pedagogy Project: Assignments
Harvard University

Activity #16. 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://aipedagogy.org/assignments/immersive-history/>
<https://aipedagogy.org/assignments/>




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February 16, 2024

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

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



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


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Poll #5. Closing question...


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

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



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Closing questions...in the chat window




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Remember...

"I cannot do this alone."

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




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Any Questions or Comments?

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


Free!




Free!




Free!



Not Free!





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