


Innovative AI Pedagogy in Language Classrooms and Beyond

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Poll #1. Warm-up question...

Have you used Generative AI tools in your 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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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.




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Poll #3. Warm-up questions...

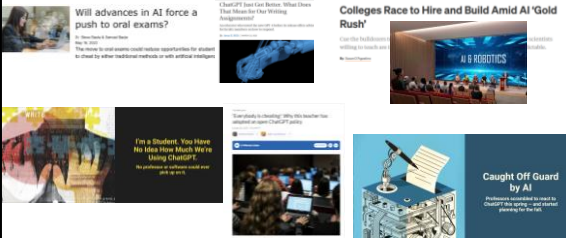
How often do you **use** Generative AI tools for learning or teaching a language?

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



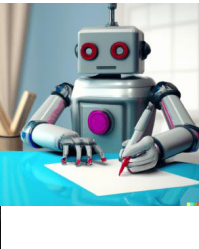
4

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



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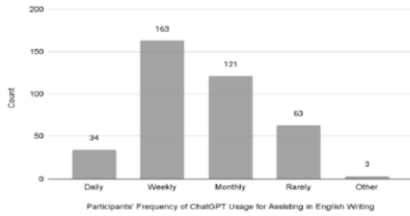
What is an AI Assisted Writing



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Wang, C., Li, Z., & Bonk, C. J. (2024). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10. <https://doi.org/10.1016/j.caeai.2024.100247> 384 survey responses and 10 semi-structured interviews with postsecondary writers.

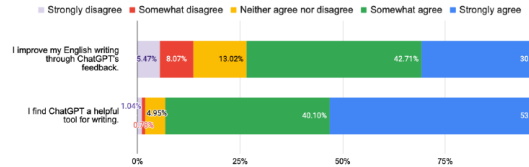
Figure 1. Participants' frequency of using ChatGPT for writing



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Wang, C., Li, Z., & Bonk, C. J. (2024). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10. <https://doi.org/10.1016/j.caeai.2024.100247> 384 survey responses and 10 semi-structured interviews with postsecondary writers.

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



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Wang, C., Li, Z., & Bonk, C. J. (2024, online first). Understanding self-directed learning in AI-assisted writing: A mixed methods study of postsecondary learners. *Computers & Education: Artificial Intelligence*, 10, 1-10. <https://doi.org/10.1016/j.caeai.2024.100247>; 384 survey responses and 10 semi-structured interviews with postsecondary writers.

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

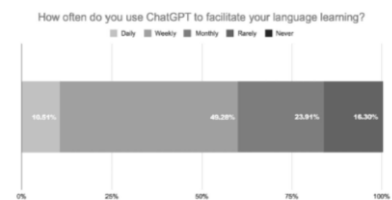
Items	Mean	SD
1. I use ChatGPT to help brainstorm ideas for writing.	4.23	0.96
2. I use ChatGPT to help with outlining.	4.06	1.14
3. I use ChatGPT to help translate my ideas and thoughts into written words.	3.96	1.09
4. I use ChatGPT to improve my wording, sentence structure, or grammar.	4.10	1.10
5.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



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

Figure 1. Frequency Of Using ChatGPT To Facilitate Language Learning



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

Descriptive Statistics on Motivation Items

Statement Item	Mean	SD	Variance
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Exploring the Utility of ChatGPT for Self-Directed Online Language Learning 167

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



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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 208 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 instructions	59	6.88%
Offering writing assistance or feedback to students	57	6.65%
Facilitating language learning and translation	54	6.30%
Enhancing classroom discussions through AI-generated insights	47	5.48%
Other	34	3.93%



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December 24, 2022

Will AI change the future of language learning? | ChatGPT

Grace Guo, Mandarin Chinese, Tom Gally Japanese
<https://www.youtube.com/watch?v=WNfmU6lbvBE>

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June 17, 2023, YouTubers using ChatGPT

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

Shuohuo Chinese 汉语中文
<https://www.youtube.com/watch?v=TzFepHKiGGo>

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Interview Data (from Study #3)

"I think that's our future. Like it's, it's inevitable right now."
Lucas & Fabricio

Jo Gakonga - ELT Training
 @jgallmang - 18.2K subscribers
 If you are an English language teacher or you for your Welcome ...

"...it can generate flawless English... if language can produce in that way that isn't taken from chunks out[,] that's machine-produced language, it's not machine-translated language... that really does change things, so the machines can produce language that's accessible in an easy way." (Jo Gakonga)

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RQ1: What is the focus of the discussion and demonstrations by the YouTube content creators of ChatGPT in language education?

1c. What are common topics & themes present in these discussions and demos?

Theme	Code
Introduce ChatGPT	<ul style="list-style-type: none"> Natural / human-like conversation Ask & get questions and it gives you answers Providing extensive knowledge
Roles of ChatGPT	<ul style="list-style-type: none"> Virtual Assistant Tutor (122) (24) One-on-one English teacher (19) Personal writing assistant Research Assistance (46) Virtual Friend Multi-language support (107) Language genius (19) Language coach (19) Teacher's assistant (18)
Hands-on Demonstration	<ul style="list-style-type: none"> Techniques & Tips & Strategies for learners Common mistakes to avoid when using ChatGPT for language learning The innovative way of using ChatGPT Teaching ChatGPT's strengths on language learning A game changer for language learning (1) High-Tech Pedagogy (47) Content replace language teachers (67) (102)
Attitudes toward ChatGPT	<ul style="list-style-type: none"> Integrated with other tools (e.g., Duolingo, Vocablist, and Doodlego)
Solutions	<ul style="list-style-type: none"> Need for empathy and assistance Proficiency consideration

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

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

Benefits of ChatGPT

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

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

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

Benefits of ChatGPT

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


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

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

Drawbacks of ChatGPT

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



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August 2, 2024
Digital Education Council Global AI Student Survey 2024
The Digital Education Council
<https://www.digitaleducationcouncil.com/post/digital-education-council-global-ai-student-survey-2024>

Digital Education Council Global AI Student Survey 2024 | Section 1: AI Usage

86% of students already use AI in their studies

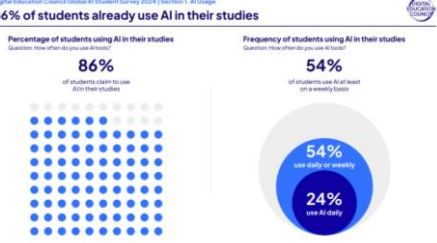
Percentage of students using AI in their studies
 Question: How often do you use AI?

86% of students claim to use AI in their studies

Frequency of students using AI in their studies
 Question: How often do you use AI?

54% of students use AI at least on a weekly basis

54% use daily or weekly
 24% use AI daily



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August 2, 2024
Digital Education Council Global AI Student Survey 2024
The Digital Education Council
<https://www.digitaleducationcouncil.com/post/digital-education-council-global-ai-student-survey-2024>

Digital Education Council Global AI Student Survey 2024 | Section 1: AI Usage

Is Gen AI the new Google?

Information searching tops the list for AI use cases among students, followed by grammar checking

Question: What do you usually use AI tools for?




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August 1, 2024
Exploring AI: Students Share Their Awareness and Usage of Generative AI
Rachel Janzen, Clare Church, and Radhe Paleia
<https://forum.academica.ca/forum/exploring-ai-students-speak-about-their-awareness-and-usage-of-chatgpt>

Awareness: What Generative AI Tools Are Students Familiar With?

We asked students about their familiarity with generative AI tools first, beginning with the most famous tool: ChatGPT. Unsurprisingly, a significantly higher percentage of students had heard of ChatGPT in 2024 than in 2023. Above all, 80% of surveyed students said that they had heard of ChatGPT this year, whereas in 2023, less than two thirds (66%) of students said the same (Figure 9).


Figure 9: Have you heard of ChatGPT? (2024 n=88, 2023 n=103)



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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)

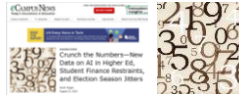


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August 23, 2024
Crunch the Numbers—New Data on AI in Higher Ed
Kevin Hogan, Penn Foster Group, eCampus News
<https://www.ecampusnews.com/innovation-insights/2024/08/23/crunch-the-numbers-new-data-on-ai-in-higher-ed-student-finance-restraints-and-election-season-jitters/>

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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New Survey Finds AI is Replacing Tutors for Students

By Anne Garvin Teach | <https://www.teachmeanings.com/2023/07/12/new-survey-finds-ai-is-replacing-tutors-for-students/>



Some of the reasons cited for ChatGPT usage include:

- Ease of access and convenience of 24/7 availability
- Personalized learning experiences tailored to each student's needs
- Interactive and engaging experience appeals to students
- Comfortability in interacting with a chatbot
- Judgment-free zone when seeking citations or asking questions
- Anonymity fosters a more inclusive learning environment
- Encouragement to explore and learn without hesitation

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March 2024

Student affordances to using ChatGPT

The Educational Affordances and Challenges of ChatGPT: State of the Field
Helen Crompton and Diane Burke, TechTrends
<https://link.springer.com/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 pacing ◦ Personalized materials ◦ Recommendations ◦ Language assistance 	<ul style="list-style-type: none"> • Writing Support <ul style="list-style-type: none"> ◦ Writing steps ◦ Ideas ◦ Editing • Self-assessment <ul style="list-style-type: none"> ◦ Generate outlines ◦ Study guides ◦ Questions ◦ Diagnostic reasoning ◦ Detailed responses • Engagement <ul style="list-style-type: none"> ◦ Facilitate discussions ◦ Collaboration ◦ Interactive learning • Facilitate self-determination <ul style="list-style-type: none"> ◦ Sense of control ◦ Autonomy over learning ◦ Increase efficacy
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September 2023

Guidance for Generative AI in Education and Research

Ms Stefania Giannini, UNESCO
Fengchun Miao, Wayne Holmes
<https://unesdoc.unesco.org/ark:/48223/pf0000386693>



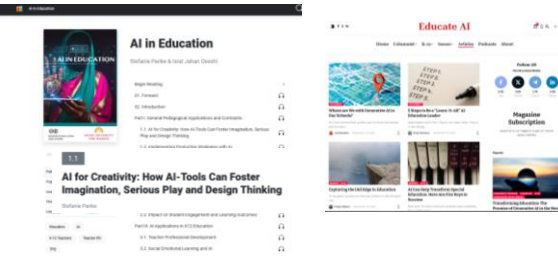
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July 5, 2024

AI in Education

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

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



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AI Tutor Pro

Contact North

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




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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=bit&utm_campaign=post&utm_medium=web

Daniel Stanford's Substack

Incorporating AI in Teaching: Practical Examples for Busy Instructors



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

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

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April 3, 2023

**Affordances and Pedagogical Benefits
ChatGPT for Language Teaching and Learning**
<https://journals-sagepub.com.proxylib.uits.lj.edu/doi/epub/10.1177/00336882231162868>

It can:

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

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August 15, 2023

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

1. **Mark student essays:** Function as an Australian university academic, teaching assessment to 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 questions/topics on first-year student needs from culturally and linguistically diverse backgrounds and affirmative action? Be critical and provide prowers for and against. 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 this 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. Now use this data to help me develop my presentation. Outline things overlooked or missing.
21. **Plan notes for a tutorial:** Act as a university teacher. I receive one teaching this year biomedical engineering. Im

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November 2023

Design Prompts
**Exploring Applications of ChatGPT to English
Language Teaching: Opportunities, Challenges, and
Recommendations**
<https://tesol-esj.org/pdf/ej107/nt.pdf>
<https://chat.openai.com/>



Table 1. ChatGPT Response to the Question, "How can ChatGPT be Useful for English Language Teaching?" in August 2023

Prompt: How can ChatGPT be useful for English Language Teaching?

Response: ChatGPT can be a valuable tool in English Language Teaching (ELT) by providing various opportunities for learners to practice and refine their skills. Here's how it can be utilized:

1. **Conversation Practice:** ChatGPT can engage students in interactive conversations, allowing them to practice real-time dialogue. This can help students improve their fluency and responsiveness in English, developing their ability to think and speak in the language.
2. **Grammar and Syntax Correction:** ChatGPT can correct grammatical errors and provide explanations for the corrections. This real-time feedback can reinforce understanding of English grammar rules and structures.
3. **Writing Practice:** Students can write paragraphs or essays and receive feedback on their writing from ChatGPT. This can help them improve their writing skills, including coherence, cohesion, and proper use of vocabulary.
4. **Reading Comprehension:** Teachers can use ChatGPT to create reading comprehension exercises or provide explanations of difficult texts. ChatGPT's ability to summarize or clarify complex texts can aid in students' understanding.

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November 2023

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<https://tesol-esj.org/pdf/ej107/nt.pdf>



5. **Pronunciation Guidance:** Though ChatGPT is text-based, it can still provide phonetic transcriptions and explanations of pronunciation rules. While not a substitute for auditory practice with native speakers, it can supplement pronunciation teaching.
6. **Cultural Context:** ChatGPT can provide information about English-speaking cultures, offering insights into idioms, customs, and traditions. This cultural knowledge can enhance students' communicative competence.
7. **Personalized Learning:** ChatGPT can be used for self-study, allowing students to work at their own pace. They can ask questions and practice areas where they need more support, tailoring their learning to their needs.

However, it's essential to remember that while ChatGPT offers many advantages, it's not a replacement for a qualified human teacher. Effective integration of ChatGPT into an English language classroom would require thoughtful planning and a blended approach, combining technology with human interaction, guidance, and feedback. A teacher's expertise in understanding individual student needs, offering encouragement, and fostering a supportive learning community is irreplaceable and would complement the benefits offered by ChatGPT.

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August 14, 2023

Prompts for Vocabulary Building
Master a New Language with ChatGPT: Your Ultimate Language Learning Companion
<https://www.learnprompt.org/chatgpt-prompts-for-language-learning/>

Prompts for Vocabulary Building

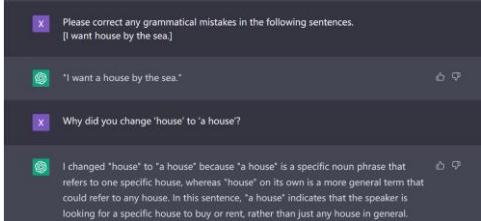
1. List [number] [adjectives/nouns/verbs] in [target language].
2. Come up with [number] words that start with [letter] in [target language].
3. Provide me [number] idioms or expressions in [target language].
4. Generate a [target language] vocabulary quiz.
5. Give me [number] synonyms and antonyms for [word] in [target language].
6. Provide me a list of [number] common expressions in [target language] that I can use in everyday conversation.
7. Help me expand my vocabulary in [target language] by suggesting [number] words related to [topic].

Prompts for Practice Conversations

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April 3, 2023

Activity #1. Ask ChatGPT to correct grammatical mistakes in a passage
ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



X Please correct any grammatical mistakes in the following sentences.
[I want house by the sea.]

G "I want a house by the sea."

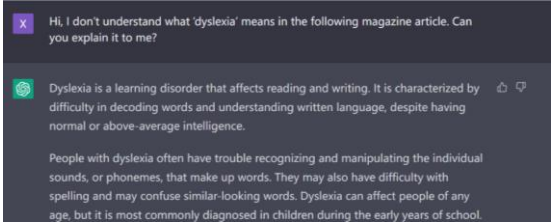
X Why did you change 'house' to 'a house'?

G I changed "house" to "a house" because "a house" is a specific noun phrase that refers to one specific house, whereas "house" on its own is a more general term that could refer to any house. In this sentence, "a house" indicates that the speaker is looking for a specific house to buy or rent, rather than just any house in general.

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April 3, 2023

Activity #2. Clarify Word Meanings
ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



X Hi. I don't understand what 'dyslexia' means in the following magazine article. Can you explain it to me?

G Dyslexia is a learning disorder that affects reading and writing. It is characterized by difficulty in decoding words and understanding written language, despite having normal or above-average intelligence.

People with dyslexia often have trouble recognizing and manipulating the individual sounds, or phonemes, that make up words. They may also have difficulty with spelling and may confuse similar-looking words. Dyslexia can affect people of any age, but it is most commonly diagnosed in children during the early years of school.

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April 3, 2023

Activity #3. Translate to Other Languages
ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



X Can you explain dyslexia in Chinese?

G 阅读障碍是一种影响阅读和写作的学习障碍。它的特征是在智力正常或高于平均水平的情况下难以解码单词并理解书面语言。

阅读障碍的人常常难以从出和组成单词的单个声音（或音位）。他们还可能是在拼写方面有困难，并混淆着看起来相似的单词。阅读障碍可能会影响任何年龄段的人，但最常在学龄初期诊断儿童。

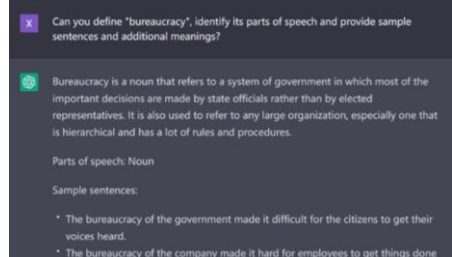
阅读障碍不是由智力或缺乏努力造成的，但被认为与大脑结构和功能的差异有关。它通常是遗传的，这意味着它在家庭中往往会遗传。阅读障碍可以通过专门的阅读教学、课堂上的安排和辅助技术进行治疗。

Figure 1. ChatGPT response to questions about the meaning of a word in English and Chinese. <https://journals-sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>

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April 3, 2023

Activity #4. Ask ChatGPT for Definitions and Sample Sentences
ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



X Can you define "bureaucracy", identify its parts of speech and provide sample sentences and additional meanings?

G Bureaucracy is a noun that refers to a system of government in which most of the important decisions are made by state officials rather than by elected representatives. It is also used to refer to any large organization, especially one that is hierarchical and has a lot of rules and procedures.

Parts of speech: Noun

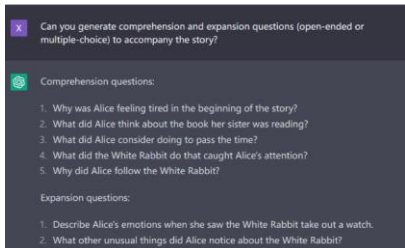
Sample sentences:

- The bureaucracy of the government made it difficult for the citizens to get their voices heard.
- The bureaucracy of the company made it hard for employees to get things done.

40

April 3, 2023

Activity #5. Ask ChatGPT to Generate Comprehension and Open-Ended Questions
ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



X Can you generate comprehension and expansion questions (open-ended or multiple-choice) to accompany the story?

G Comprehension questions:

1. Why was Alice feeling tired in the beginning of the story?
2. What did Alice think about the book her sister was reading?
3. What did Alice consider doing to pass the time?
4. What did the White Rabbit do that caught Alice's attention?
5. Why did Alice follow the White Rabbit?


Expansion questions:

1. Describe Alice's emotions when she saw the White Rabbit take out a watch.
2. What other unusual things did Alice notice about the White Rabbit?

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April 3, 2023

Activity #6. Ask ChatGPT to Adjust Language Complexity in the Dialogue
ChatGPT for Language Teaching and Learning
<https://journals-sagepub-com.proxylib.uits.liu.edu/doi/epub/10.1177/00336882231162868>



X Can you adjust the complexity of the above dialogue to make it more suitable for beginner or advanced learners?

G For beginner learners:

Amy: Hey Jane, did you see that our electricity bill was higher this month?

Jane: Yeah, I noticed that too. I don't know why it went up.

Amy: I heard that the electricity company changed their prices.

Jane: That's annoying. It's already hard to pay all our bills, and now we have to pay more for electricity.

Amy: I know. And with the hot weather coming soon, we'll probably use the air conditioning more, which will probably make the bill even higher.

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Sources Teaching with AI

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

43

Sources

International Association for Language Learning Technology (IALLT): <https://iallt.org/#>
Free Language Technology Magazine (FLTMAG): <https://fltmag.com/>

44

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.*

45

July 23, 2023

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

Chrsi Nerantzi, Sandra Abegglen, Mariama Karatouri, & 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.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>

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November 16, 2023

AI Pedagogy Project: Harvard's metaLAB Introduces AI Pedagogy Project, Sarah Newman, Director of Art & Education at metaLAB, Harvard University

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

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Introducing the TEC-VARIETY Framework

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

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

48

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




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August 15, 2023
1. Tone/Climate:
A. AI Generated Ice Breakers
25 applications in teaching and assessment
 Seb Dianati & Suman Laudari, Charles Darwin University
<https://www.cimshighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>

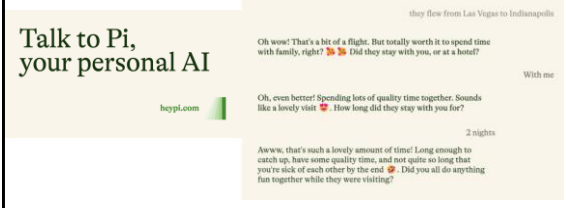
1. Tone/Climate: A. Develop Ice-Breaker or Team Building Exercises.

- A. 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.
- B. 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.



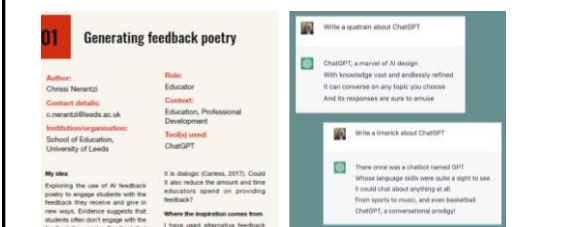
50

May 25, 2023
1. Tone/Climate:
B. Counseling or Social Worker Session Practice
Chat with heypi; especially good for social/emotional/burnout support
<https://heypi.com/talk>




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July 23, 2023
101 creative ideas to use AI in education,
2. Encouragement, Feedback:
A. Generating Feedback Poetry
 Chrisei Nerantz, Sandra Abegglen, Marianna Karatsiori, & Antonio Martínez-Arboleda (Eds.). (2023). 101 creative ideas to use AI in education, A crowdsourced collection (2023.1.2) [Computer software]. Zenodo. <https://doi.org/10.5281/zenodo.8355454> (University of Leeds, Univ. of Calgary, and Univ. of Macedonia)



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



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September 8, 2023
2. Encouragement, Feedback:
C. 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.



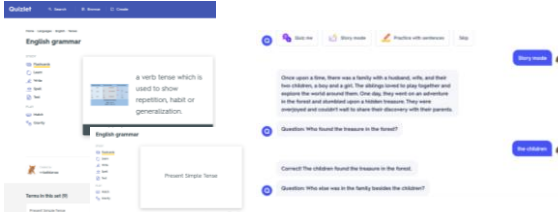
54

2. Encouragement, Feedback:

D. Online Practice Tests and Interactive Flash Cards (Q-chat)

Using Spanish quizlet sets, Q-chat was able to give corrective feedback, explaining the lexical and grammatical errors in English and giving a correct example in Spanish. Another possibility would be to use a Q-chat story as a writing prompt and have students finish the story and then vote on their favorite ending.

<http://quizlet.com/>
<https://fitmag.com/quizlet-q-chat/>



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August 31, 2023

2. Encouragement, Feedback:

E. Translation Assistance to Improve Writing and Conversation Skills

<https://openai.com/blog/teaching-with-ai>

Dr. Anthony Kaziboni, the Head of Research at the University of Johannesburg, **teaches students who mostly don't speak English outside of the classroom**. Kaziboni believes that command of English is a tremendous advantage in the academic world, and that misunderstandings of even small details of English grammar can hold back students from recognition and opportunity. **He encourages his students to use ChatGPT for translation assistance, to improve their English writing, and to practice conversation.**



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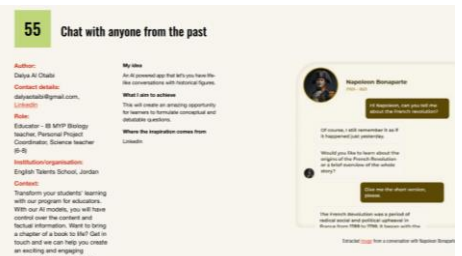
July 23, 2023

101 creative ideas to use AI in education

3. Curiosity, Intrigue, Unknowns:

A. Chat with Anyone in Past

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



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July 23, 2023

3. Curiosity, Intrigue, Unknowns:

B. Gen AI and Debate Partner

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.8355454>
<https://www.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



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August 14, 2023

30 ChatGPT Prompts For Language Learners

Natalia Álvarez-Morillo, Carnegie Learning

4. Variety, Novelty, Fun, Fantasy:

A. ChatGPT as Conversation Partner...

<https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/>

1. Pretend you are a first year university student from [target country]. I will ask you a series of questions in [target language], and I'd like you to respond as if you were human.
2. Let's pretend you are a tour company in [target country] called [name of company]. I will pretend to be a tourist. I will ask you a series of questions in [target language], and I'd like you to respond as if you were human.

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August 14, 2023

30 ChatGPT Prompts For Language Learners

Natalia Álvarez-Morillo, Carnegie Learning

4. Variety, Novelty, Fun, Fantasy:

B. AI Chatbots as language teaching assistants

<https://www.carnegielearning.com/blog/30-chatgpt-prompts-language-learning/>


1. How do I use the [verb tense] in [target language]?
2. I'm struggling with [grammar topic]. Can you provide some guidance?
3. How do I form questions in [target language]?
4. I need help with the correct word order in [target language].
5. Could you provide some examples of [grammar rule] in sentences?

60

June 7, 2023

4. Variety, Novelty, Fun, Fantasy:

C. Learn new words through images by making suggestions for things to add or change
<https://fltnag.com/discovering-the-potential-of-bing-chat-for-language-learning/>



"Улицы в Москве"
Made by Bing Image Creator

"Улицы в Москве с красными автобусами"
Made by Bing Image Creator


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February 16, 2024

4. Variety, Novelty, Fun, Fantasy:

d. Text to Video Generation

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



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

OpenAI

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February 16, 2024

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



From: A scene from a video generated by Sora, showing a snowy mountain landscape with a mammoth and a person in the foreground.

OpenAI

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August 21, 2023

5. Autonomy, Choice:

A. Brave People Option: Book Review
https://curtbook.com/R511_online_syllabus_fall_2023.htm

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


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November 13, 2023

6. Relevance, Meaningfulness:

A. Why You Should Rethink Your Resistance to ChatGPT
 Flower Darby, Chronicle of Higher Education
<https://www.chronicle.com/article/why-you-should-rethink-your-resistance-to-chatgpt>
<https://www.youtube.com/watch?v=ZXBa3CAINrg>

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.**



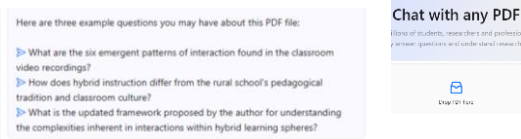
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August 21, 2023

6. Relevance, Meaningfulness:

B. ChatPDF: Generate Questions for Guest Speakers
https://curtbook.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
 (Uploads of students, researchers and professors)
 (Please use questions and number them) (max 10)

Upload PDF

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July 23, 2023

101 creative ideas to use AI in education

6. Relevance, Meaningfulness:

c. Refining Guest Interview Questions

Chrisi Nerantzi, Sandra Abegglen, Marianna Karastori, & Antonis 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>



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December 3, 2023

ChatGPT for Teachers: AI in the Classroom: Harnessing the Power of ChatGPT for Effective Teachings

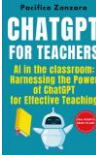
Pacifico Zanzara (K-12 or higher ed)

7. Interactive, Collaborative:

A. Analytical Writing Prompts

<https://www.amazon.com/Chat-GPT-Teachers-Classroom-Harnessing/dp/B0CPDWKQWYG>

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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October 5, 2023

7. Interactive, Collaborative:


A. Book Summary Comparison

Kevin McCullen, an associate professor of computer science at the State University of New York at Plattsburgh

Machines of Loving Grace: The Quest for Common Ground Between Humans and Robots, by John Markoff

<https://www.chronicle.com/newsletter/teaching/2023-10-05>

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



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July 23, 2023


7. Interactive, Collaborative:

C. Gen AI Assisted Book Summaries and Group Exchanges

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

Chrisi Nerantzi, Sandra Abegglen, Marianna Karastori, & Antonis 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.chronicle.com/article/how-will-artificial-intelligence-change-higher-ed>



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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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July 12, 2023

7. Interactive, Collaborative:

E. Text Revision

Daniel Stanford's Substack

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

Example Activity: Summarize a text.

- Example AI prompt: **Summarize the most important points of the following article** in five to 10 bullet points. Limit the summary to a maximum of 200 words total. [Paste article to be summarized here.]

Example Activity: Expand on an outline.

- Example AI prompt: **Take the following outline and expand on each point with one to two paragraphs of text.** [Paste outline here.]

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August 31, 2023

7. Interactive, Collaborative:
F. Role Playing Challenging Conversations
<https://openai.com/blog/teaching-with-ai>

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



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July 23, 2023

101 creative ideas to use AI in education
7. Interactive, Collaborative:
G. Student-led Case discussions with ChatGPT
Prompts (AI can help focus, is reliable, nudge)

Christi 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

Challenging students need to discuss client case studies, drawing on their knowledge of various factors such as ethics, background, experience.

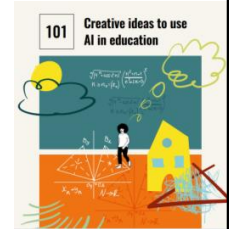
Contact details:
f.short@bangor.ac.uk

Institution/organisation:
Bangor University

Tools(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



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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=bitw&utm_campaign=post&utm_medium=web

Example Activity: Analyze examples of bias in AI output.

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

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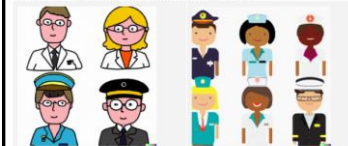
July 12, 2023

8. Engagement, Involvement:
Analyze AI Bias
Daniel Stanford's Substack

https://danielstanford.substack.com/p/incorporating-ai-in-teaching-practical?r=bitw&utm_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 (Source: openai.com/product/dall-e-2)

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

Examples of Bias in AI Image Generation



Prompt: "Illustration of nurse, doctor, pilot and professor with diverse racial representation"

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February 19, 2023

8. Engagement, Involvement:
B. Generate images and have students draft, illustrate or narrate stories

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

- Ask DALL-E to **generate culturally-specific images** and then have students research and explain why the image does or does not fit the reality in the context of the target culture.
- Ask DALL-E to **generate images based on idioms or proverbs** as part of a lesson on them.
- Have **students give prompts** to DALL-E and then revise the prompts, analyzing why one prompt may have worked better than another or given a different result.

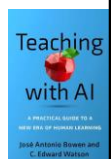
77

April 4, 2024

Teaching with AI: A Practical Guide to a New Era of Human Learning (2024)
8. Engagement, Involvement:
C. Blogging and Journaling

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

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



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April 4, 2024

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

**8. Engagement, Involvement:
D. 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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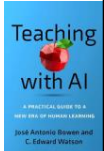
April 4, 2024

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

**8. Engagement, Involvement:
E. 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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January 8, 2024

**8. Engagement, Involvement:
F. Brave People Option:**

Human-to-Human vs. AI Augmented Discussions

https://courtbok.com/R678_online_syllabus_spring_2024.htm

Discussion Moderation and Interaction in Canvas.

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

Week 4: Human to Human Discussion

All Sections

Last post at Feb 6, 6:39 PM

Available until May 6, 11:59 PM

Week 5: AI Augmented Discussion

All Sections

Last post at Feb 6, 9:46 AM

Available until May 6, 11:59 PM



81

August 27, 2024

AI Pedagogy Project: Assignments
Harvard University

8. Engagement, Involvement:

G. 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://aipedagogy.org/assignments/correc-a-bad-essay/>
<https://aipedagogy.org/assignments/>



82

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-GenerativeAIForEducationReport_2.pdf

8. Engagement, Involvement:

H. Pro and Con Debates.

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



83

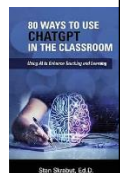
February 10, 2023

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

**8. Engagement, Involvement:
I. List Generator Discussions**

<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVCMX1V>

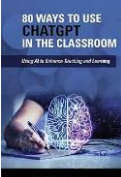
Have ChatGPT or any other generative AI tool generate a list (e.g., ice breakers, student paired interview questions, book or article recommendations, course guidelines or objectives, course objectives, etc.) and then engage students in small group and then whole class discussions.



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February 10, 2023
80 Ways to Use ChatGPT in the Classroom
 Stan Skrabut, Ed.D.
8. Engagement, Involvement:
J. Language Conversation Partners
<https://www.amazon.com/80-Ways-Use-ChatGPT-Classroom/dp/B0BVCRMXJV>


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.



85

May 11, 2020
9. Tension, Challenge, Controversy, etc.:
A. What is smileUP & How to use it?
SMILE, Stanford
<https://ask.smile.stanford.edu/>
<https://www.youtube.com/watch?v=pblU8sSALWo>

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



86

11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.

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.




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





Figure 2. Example of asking a Level 2 question (i.e., understanding) and system feedback in the Ask SMILE system




87

11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.

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.

Table 2: Question Level Statistics

	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	




88

11. Kim, P., Wang, W., & Bonk, C. J. (provisional acceptance). Generative AI as a coach to help students enhance proficiency in question formulation: Just ask SMILE. *Journal of Educational Computing Research*.

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Table 3: Cross-tabulation of Average Level and First Level of User Questions Generated

First Level	Average Question Level					Total
	1	2	3	4	5	
1	486	208	176	45	0	915
2	13	247	110	78	1	449
3	0	29	152	58	0	239
4	0	23	39	242	14	318
5	0	15	76	117	430	638
Total	499	522	553	540	445	2559




89

August 31, 2024
Brave People Option:
9. Tension, Challenge, Controversy, etc.:
B. 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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July 23, 2023

9. Tension, Challenge, Controversy, etc.:

C. Gen AI for Peer Assessment and Critique

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



91


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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January 8, 2024

10. Yields Products, Goals:

B. Brave People Option: Script Creator and Developer

https://curtboonk.com/R678_online_syllabus_spring_2024.htm

Video Creation

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



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July 23, 2023

101 creative ideas to use AI in education,

10. Yields Products, Goals:

C. The AI Podcast Show

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



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August 27, 2024

AI Pedagogy Project: Assignments


Harvard University

10. Yields Products, Goals:

D. 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/>



95

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

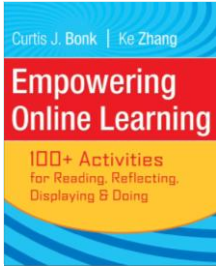




MOTIVATION



96

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

97

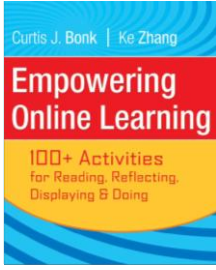

The R2D2 Model

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



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


99

November 23, 2023

Read 1a. 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.





100

October 5, 2023

Read 1b. 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.



101

November 23, 2023

Read 1c. 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.

102

July 23, 2023

101 creative ideas to use AI in education
Read 1d. Practice Different Writing Styles

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.8335544>

81 Reimagining writing styles with AI

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

Institution/Organization: Appalachian State University
Context: Educational writing courses
Tool(s) used: ChatGPT

My idea: Using AI to generate writing prompts to various degrees and measure those prompts to see if the use of AI in education can create more creative thinking about the relationship between form and meaning. What I aim to achieve is:

an historical perspective of the art of the sentence? Could AI tools generate different styles in creating sentence fluency, striking emphasis, and generating content?

When the discipline comes from drawing from long-standing practices to what constitutes the students





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October 5, 2023

Read 1e. ChatGPT as a Summary and Synthesis Tool

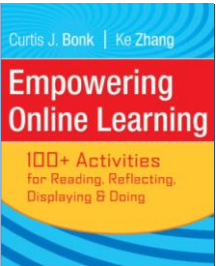
Dan Sarofian-Butin, Professor of Education, Merrimack College
<https://www.chronicle.com/newsletter/teaching/2023-10-05>
<https://web.hypothes.is/>


Dan Sarofian-Butin, a professor of education at Merrimack College... In an introductory education course and an introductory diversity course this semester **he wanted students to understand ChatGPT's ability to summarize and synthesize complex issues.** "I require students to use ChatGPT in class and in every minor and major assignment (formative and summative; low and high stakes)," he wrote.



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





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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

Reflect 2a. Revise for new audience & reflect – graded assignment. Turn a two-page proposal into a one-page proposal for a new audience. Two Heads Again.

- 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).
- Use GAI to help shorten the original proposal.
- Critically analyze how GAI shortened the work given the new audience.
- Using GAI edits and their critical thinking, shorten original proposal to one page.
- Utilize (e.g., headings, sub-headings, bulleted lists or tables) to make the writing easy for the new audience to read quickly.
- 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

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<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

Reflect 2b. Generate outlines for written reports.

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

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July 18, 2023

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<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

Reflect 2c. Editing Skills – pre-work for class discussion, in-class activity. (i.e., Two Heads are Better than One).

- 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.).
- Students run the original paragraph through GAI and ask it to do the same thing that students did in the first step.
- Have students review their editing choices as compared to the editing choices made by GAI and submit a final revised paragraph.
- 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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November 23, 2023

Reflect 2d. AI for Editing (TextGenEd)

Nupoor Ranade, George Mason University

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

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



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

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November 23, 2023

Reflect 2e. Using LLMs as Peer Reviewers for Revising Essays (TextGenEd)

Antonio Byrd, Univ. of Missouri at KC

<https://wac.colostate.edu/repository/collections/textgened/rhetorical-engagements/using-llms-as-peer-reviewers-for-revising-essays/>

In this assignment, undergraduates use large language models (LLMs) to assist in revising their essay drafts by asking LLMs to respond to common peer review prompts. Students learn prompt engineering and develop rhetorical judgments on the effectiveness of LLMs' language analysis to heighten their revision processes. This assignment can be adapted to most disciplines and course levels. (advanced expository course on literacy studies and technology)



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July 18, 2023

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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

Reflect 2f. GAI as a Peer Editor.

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

111

July 18, 2023

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Intelligence for Education and Pedagogy**

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https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2g. Summarize arguments and produce themes.

- A. Use GAI to summarize a meeting transcript into key themes (e.g., annual meetings, transcripts, 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

Reflect 2h. 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.

113

July 18, 2023

**Center for Teaching Innovation, Cornell University
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Intelligence for Education and Pedagogy**

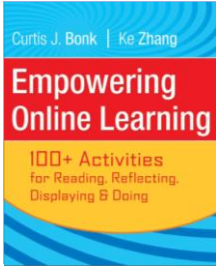

<https://teaching.cornell.edu/generative-artificial-intelligence/cu-committee-report-generative-artificial-intelligence-education>
https://teaching.cornell.edu/sites/default/files/2023-08/Cornell-GenerativeAIForEducation-Report_2.pdf

Reflect 2i. 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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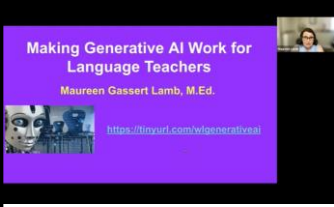
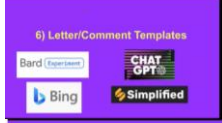

The R2D2 Model: Read, Reflect, Display, Do...

115

June 5, 2023 Display 3a. Short Demonstration Videos

IALLT June Webinar 2023 –
Making Generative AI Work for Language Teachers
<https://iftmag.com/generative-ai-webinar/>
<https://www.youtube.com/watch?v=MkEI6ppsgys>

116

July 23, 2023

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

Christi Nerantzis, 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)


34 Rewriting with AI Image Generators

Author: Christopher Sean Harris
Contact details: charris3@calstatela.edu
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 poems.
Teaching context: DALL-E 2

My idea: Rewriting with AI Image Generators

What I aim to achieve: Students must write reflective & brief summaries of their writing to provide an AI image generator with pertinent information. 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 multimedial memos, students reviewed small pieces of images they could use. I suggested AI and plugged in some prompts into the program. From there, we discussed ways to refine the prompt to direct the AI to produce



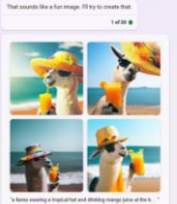
Various prompts and text on a page created with dala.

117

June 7, 2023

Display 3c. 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>




118

February 20, 2024

Display 3d. Sora: Finally, An AI Video Generator

Video (3:34): <https://youtu.be/IBx3xW1ua-E>



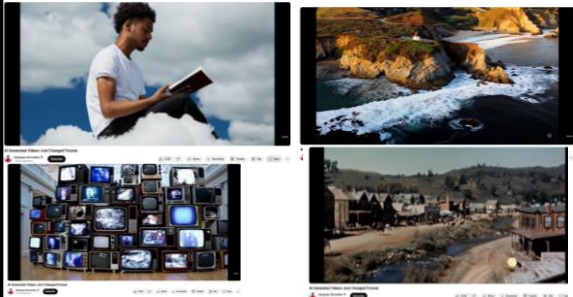
[Soro](#)

119

February 15, 2024

AI Generated Videos Just Changed Forever


Video (12:01): <https://youtu.be/NXpdyAWLDas>



[Soro](#)

120

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

OpenAI

121

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

122

Cats in Cathedral

February 16, 2024
A video star is born: OpenAI's Sora stuns with AI act
<https://economictimes.indiatimes.com/tech/technology/ai-video-star-is-born-openai-sora-stuns-with-ai-act/articleshow/102753005.cms?from=mdr>

"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."



123

August 15, 2023
ChatGPT and generative AI: 25 applications
Display 3e. Provide Video Summaries
<https://www.timehighereducation.com/campus/chatgpt-and-generative-ai-25-applications-teaching-and-assessment>



124

December 4, 2024
Maximizing Insights from Online Videos with AI
<https://gamma.app/docs/Maximizing-Insights-from-YouTube-Videos-with-AI-akhzltjae5094i7?mode=doc>

Step 3: Engaging in AI-Powered Conversation

Step 4: Exploring Beyond the Video Content

Step 1: Obtaining the YouTube Transcript

- 1 Copy Video URL: Navigate to your chosen YouTube video and copy the URL from the address bar.
- 2 Access Transcript Tool: Open the transcript tool (provided in the image) on your phone or web browser.
- 3 Generate Transcript: Paste the URL into the tool and click on the generate and paste button to retrieve the transcript.

No formatting these steps are ready, you'll receive the entire content of the video's transcript, ready for the next phase of our AI-powered insight extraction process.





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

Curtis J. Bonk | Ke Zhang

Empowering Online Learning

100+ Activities for Reading, Reflecting, Displaying & Doing



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November 5, 2024

Do 4f. 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](#); Kersten Eberts; Link to book: <https://pressbooks.palni.org/teachingacrosscultures/>; and Link to AI generated podcast (bottom of this page): <https://pressbooks.palni.org/teachingacrosscultures/fmt-matter/introduction/>.

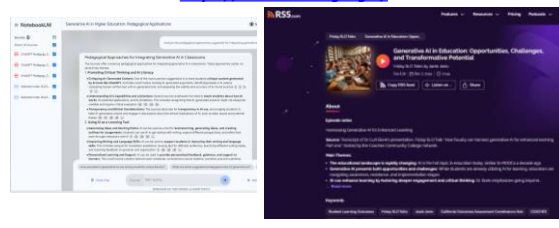
For audio learners, there is an AI generated Podcast based on this book below:



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December 7, 2024

Do 4g. 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...

How many ideas did you get from this session for using 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...

How many ideas did you get from this session for using 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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Chat Window Sharing:
Three Words from this Session...?
e.g., "I am happy!" and...
"minions are happy!"



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We are entering a jumping off point...



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Things are heating up!



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The Learning Revolution is coming within reach!



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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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Closing Activity:
Write in the Chat Window...
What can you use Generative AI for?



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Closing questions...?



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Any Questions or Comments?

Slides at: TrainingShare.com (go to "Archived Talks")

Papers: PublicationShare.com

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

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

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