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# AI Supporting Student Academic Writing in Higher Education

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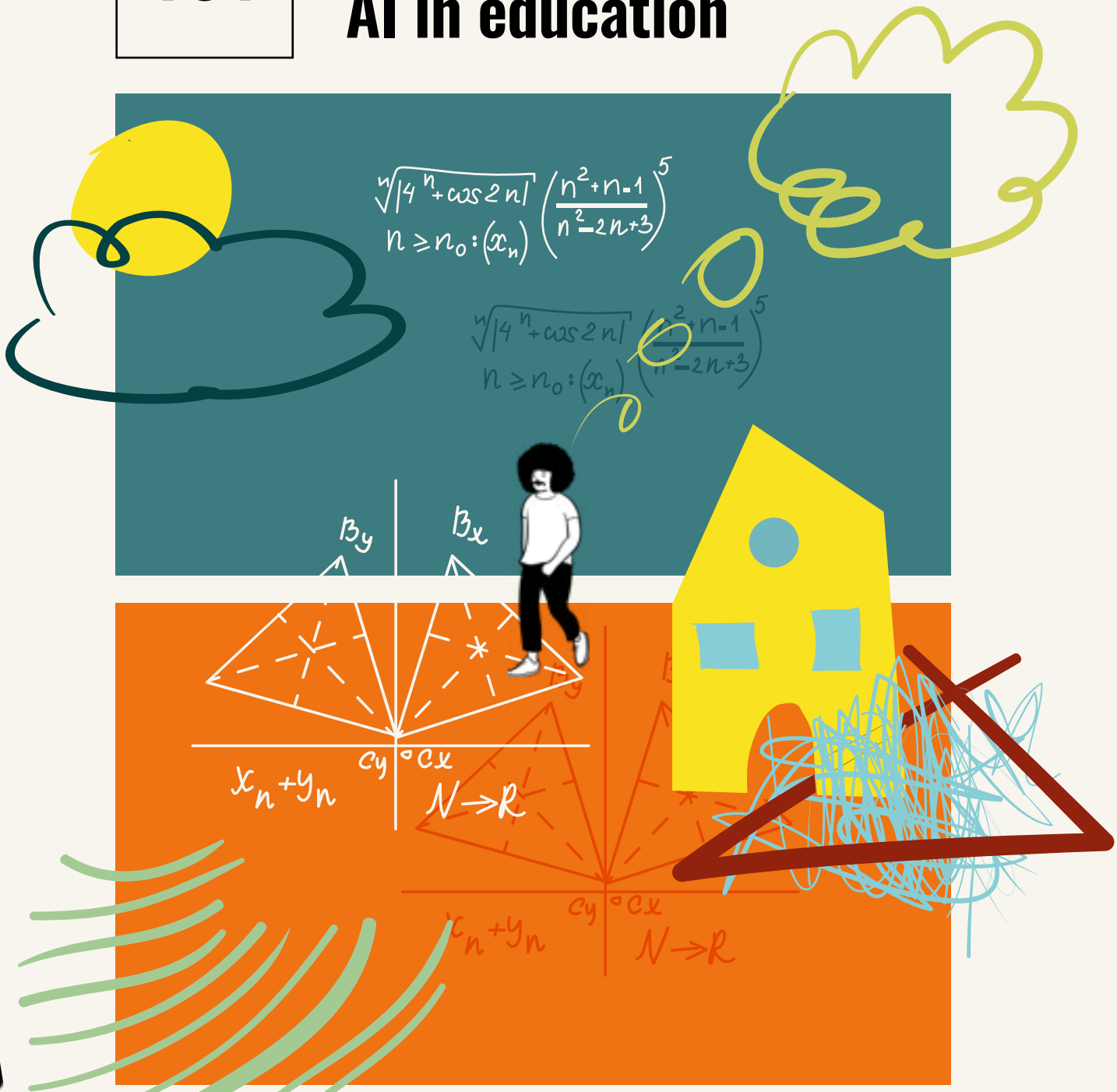
# 101 Creative ideas to use AI in education

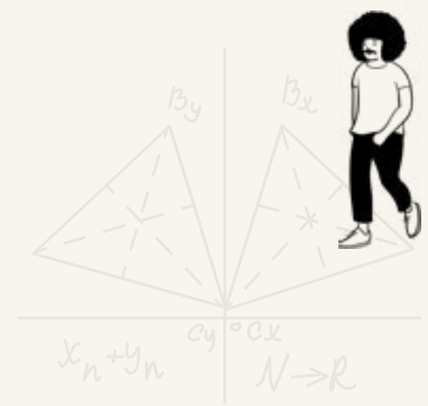


## A crowdsourced collection

Edited by Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori & Antonio Martínez-Arboleda

# 101 Creative ideas to use AI in education

## A crowdsourced collection




**Edited by** Chrissi Nerantzi
Sandra Abegglen
Marianna Karatsiori
Antonio Martínez-Arboleda

**Graphic Design by** Bushra Hashim

## A useful reminder...

**“Problems are things or states that someone thinks are worthy of attention or investigation. They might be visualised from two very different perspectives.**

**The first sees a problem as an issue that needs to be resolved or rectified, the second that there is an opportunity for something different.”**

Jackson, N. (1996) Imagining a different world, in: Jackson, N., Oliver, M., Shaw, M. and Wisdom, J. (1996) Developing Creativity in Higher Education, pp. 1-9.

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# I About this collection

Educators are currently filled with rollercoaster emotions and reactions. There is a lot of excitement and fear in the air about the use of AI in education. A range of perspectives and positions are currently shared openly and widely in publications and panel discussions.

This collection captures where we are at this moment in time with our collective thinking about potential alternative uses and applications of AI that could make a real difference and potentially create new learning, development and opportunities for our students and educators, for all of us. The collection is based on an open invitation to all educators and students to share ideas on how AI tools such as ChatGPT, DALL·E 2, and Midjourney, for example, could be used in inventive ways for learning, teaching and scholarship.

**We are mindful of the importance of critical and ethical use of AI in education settings and more generally.**

Thank you for all the contributions from authors across 19 countries: Australia, Canada, China, Egypt, Germany, Greece, India, Israel, Italy, Ireland, Jordan, Liberia, Mexico, South Africa, Spain, Thailand, Turkey, United Kingdom and the US.

The collection is made available as an Open Educational Resource (OER) via the #creativeHE website, Zenodo and further platforms. As the collection is made available under the Creative Commons License CC-BY-NC-SA, anybody can use the collection as open data to further interrogate the use of AI in Education. Please share any resulting further outcomes with the editorial team and the wider community.

## Experimentation is at the heart of education.

Being open to diverse ideas will help us make novel connections that can lead to new discoveries and insights to make a positive contribution to our world.

Ideas shared may be in its embryonic stage, half-baked, but worth exploring further through active and creative inquiry.

Note: Most images in this collection were submitted as screenshots, impacting visual resolution and legibility. We value the importance of accessible education and hope to resolve this in future volumes.

If you would like to find out more about AI and Education and particularly ChatGPT and Education, please access the useful guide by Torrey Trust made available via the National Teaching Repository. The Teachers' prompt guide for ChatGPT by Andrew Herft will provide some inspiration. AI, Chatbots & ChatGPT for Teachers, a free course, may also help you.

**For all those who responded to our invitation and contributed, thank you.**

**– The editors.**

# II Creative Commons License


### Terms and Conditions of Use

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### Suggested citation:

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Logo of #creativeHE, a Higher Education community open to anybody who is interested in exploring creativity in learning and teaching within and beyond the UK.

III

## Instructional Template

# Ideas Grow Ideas.

## Our idea:

Use this open publication and the ideas within it to experiment and play critically and creatively with the possibilities and limitations of using AI in learning, teaching, supporting students learning, assessment, scholarly and research activities.

## What we are aiming to achieve:

To provide a set of ideas generated and shared generously by the wider community for educators and students that could act as seeds for new explorations and experimentations in education aiming to create stimulating, inclusive and meaningful learning experiences for all.

## Tool used:

Different AI tools can be used as indicated in the ideas contributed by educators and students.

## Context:

The ideas can be considered for a wide range of educational settings from Kindergarten and Primary School to Further and Higher Education in different disciplines and professional areas.

## Where the inspiration comes from:

As open practitioners and researchers we recognise the value of being embracing to diverse perspectives, sharing and reciprocity. This publication is such an example through which we crowdsourced and curated ideas and release them back to the community for wider use under an open license.

### For more information:

Ideas for further reading can be found linked to individual ideas.

### References:

References are provided by contributors where relevant and can be found at the end of each Section in Chapter IV.

# IV 101 Ideas

## Navigating

This collection of 101 ideas are organized in a non-hierarchical structure. Ideas can be navigated by Section colour, or individually by Idea number. Idea references, when provided, can be found at the end of each section.

**Click the squares to explore!**

**101 contributions...**

- 98 individual contributions,
- 3 collaborative contributions

**from 83 different authors...**

- 75 educators,
- 5 educator-students,
- 3 researchers

**working in various contexts...**

- 72 from higher education,
- 11 from outside higher education

**across 21 different countries:**

Australia, Canada, China, Egypt, Germany, Greece, India, Israel, Italy, Ireland, Jordan, Liberia, Mexico, South Africa, Spain, Thailand, Turkey, United Kingdom and the US.

| by Section | by Idea | | | | | | | | | | References |
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| Ideas 11–20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Ideas 21–30 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| Ideas 31–40 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| Ideas 41–50 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | |
| Ideas 51–60 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | |
| Ideas 61–70 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | |
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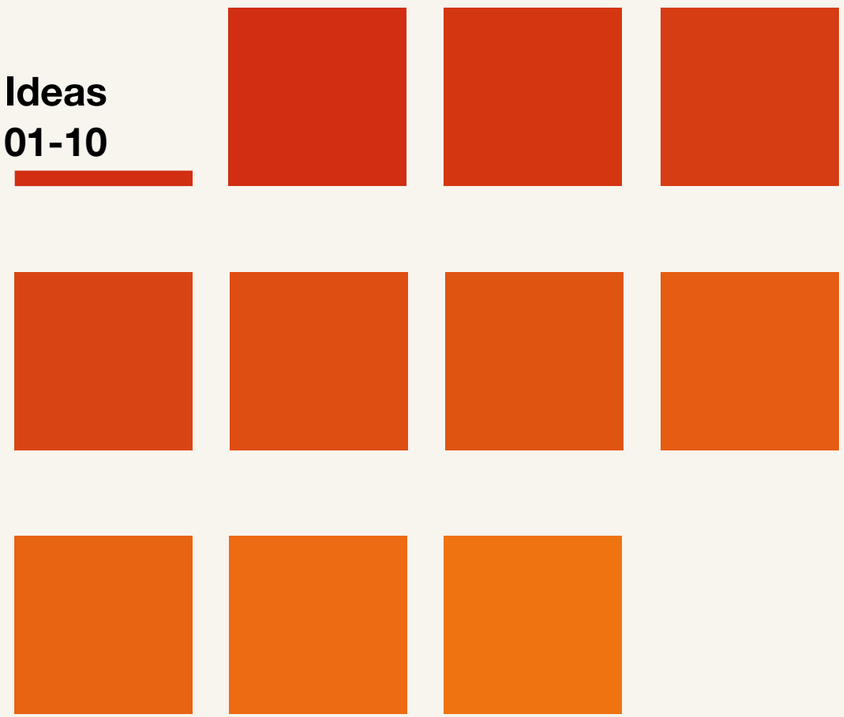
| Ideas 81–90 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | |
| Ideas 91–100 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | |
| Idea 101 | 101 | | | | | | | | | | |

# Ideas 01-10




**01**
Generating feedback poetry

**02**
Critical and moral reasoning

**03**
Using AI art to express visual metaphors

**04**
AI ethics: Fostering digital literacies

**05**
Conversation buddy: Is it about the questions we ask?

**06**
Persona-generating AI program for student researchers

**07**
Variety-developing AI in scenario-based assessments

**08**
Using ChatGPT to build writing skills

**09**
Using ChatGPT to transcribe student conversations

**10**
TV Quizmaster!

# 01 Generating feedback poetry

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**Institution/organisation:**
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**Role:**
Educator

**Context:**
Education, Professional Development

**Tool(s) used:**
ChatGPT

### My idea

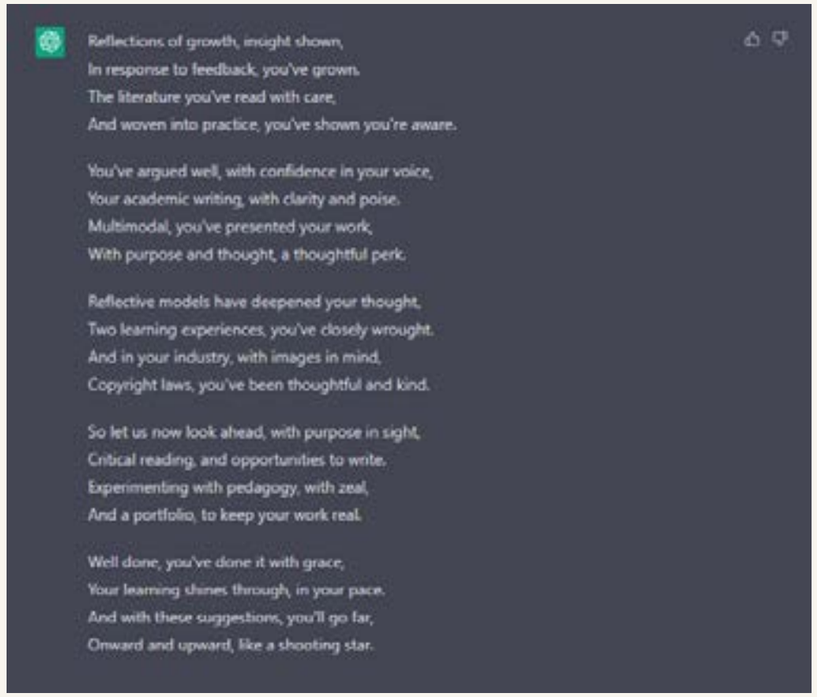
Exploring the use of AI feedback poetry to engage students with the feedback they receive and give in new ways. Evidence suggests that students often don't engage with the feedback they receive. Feedback that has been put together by educators with care.

### What I aim to achieve

We know that poetry and storytelling more generally can have connecting powers (Moon, 2010; Illingworth, 2022). Could AI poetry created with human input help educators communicate the key feedback message and also potentially help students engage in peer-to-peer feedback using feedback poetry? After all, feedback works well when it is dialogic (Carless, 2017). Could it also reduce the amount and time educators spend on providing feedback?

### Where the inspiration comes from

I have used alternative feedback approaches in the past, including audio feedback, which can bring the message alive and can create a real connection between the giver and the receiver. While I was exploring ChatGPT, the idea of feedback poetry emerged at a time I was marking students' work as a way to perhaps engage students in a different way with the feedback they receive and potentially reduce feedback load and time spent on it. I am trialling it at the moment just with one student.



Reflections of growth, insight shown,
In response to feedback, you've grown.
The literature you've read with care,
And woven into practice, you've shown you're aware.

You've argued well, with confidence in your voice,
Your academic writing, with clarity and poise.
Multimodal, you've presented your work,
With purpose and thought, a thoughtful perk.

Reflective models have deepened your thought,
Two learning experiences, you've closely wrought.
And in your industry, with images in mind,
Copyright laws, you've been thoughtful and kind.

So let us now look ahead, with purpose in sight,
Critical reading, and opportunities to write.
Experimenting with pedagogy, with zeal,
And a portfolio, to keep your work real.

Well done, you've done it with grace,
Your learning shines through, in your pace.
And with these suggestions, you'll go far,
Onward and upward, like a shooting star.

Image generated with ChatGPT. Extract from a poem ChatGPT created based on feedback (577 words) on a summative assignment written by a human for a student.

The student received the feedback and found the experiment useful. They expressed concerns about using such an approach for a failing piece of work.

# 02 Critical and moral reasoning

**My idea**

I wanted to explore the use of AI for interpreting and evaluating extracts of interviews, in order to help students to understand the value, as well as the limitations, of AI ChatGPT-3 as a learning tool, in particular when it comes to completeness of information, critical thinking and moral reasoning. In my non-scientific experiment, one extract of an interview was given to the Chat in two different threads, one of them with greater context and another one without much context. The central question to the Chat was the same for both threads: What value does this extract have scientifically, educationally and/or humanistically? Moral inconsistencies, and differences in the quality of responses of ChatGPT-3 can be appreciated when comparing both chats. The conversations took place in January and early February 2023.

**What I aim to achieve**

Students can now use Artificial Intelligence to seek for answers to questions that educators present to them as part of their homework or in class discussions. I intend to show how the dialogical and critical engagement with this Chat by students is a valuable exercise for them for the development of their own critical thinking. In more practical terms, I would like to suggest that purposeful, meaningful and timely framing and contextualisation of students' questions to the Chat, coupled by a solid moral compass, are essential for the responsible use of this Chat.

**Where the inspiration comes from**

I was invited to give a keynote speech in a conference on Artificial Intelligence, Data Science and Text Analytics for Education Resources on 10/1/23 ("Open Educational Practice for Open Research in Student Education and beyond"). In preparation for my talk, I decided to ask the Chat the same questions that I ask my own students in one of our class activities, when they are introduced to the analysis of interviews, which is the research data that they produce and work with. My dialogues with the Chat in two different threads were full of serendipity, as I learned unexpected qualities and flaws of this AI tool. I was awarded a prize for this talk, organised at the University of Leeds and supported by the Alan Turing Institute.

**Author:**
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Educator

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**Context:**
Education, Professional Development

**Tool(s) used:**
ChatGPT

Germinal Luis, a child refugee of the Spanish Civil War and World War II. An extract of his oral history interview in 2008 in which he talks about one particular episode in the Port of Marseille in France, as a lone child refugee in the 1940s, was used for the dialogue with the Chat. The interview, along with many other materials, are part of the Open Educational Resources collection of the HumBox repository.

For more information on Idea 02: Critical and moral reasoning in ChatGPT-3

# 03 Using AI art to express visual metaphors

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Educator

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**Context:**
Education, Professional Development

**Tool(s) used:**
OpenAI DALL·E

**My idea**

Often we all find it hard to express a response to something, an idea, an experience, a concept and communicate this with richness. Using visual language can help. Humans use visual metaphors routinely but if we ask people to represent these visually at least some may feel uncomfortable. Could AI help us develop visual literacy and create new opportunities for arts-based communication? Could it also sharpen our own thinking?

**What I aim to achieve**

To invite students to consider alternative ways to communicate a message linked to an experience, concept, idea and present this with greater richness using their own visual metaphors as input. Seeing their own metaphor in front of them and being able to share their artistic AI creation with others, could become a useful tool to be used as a discussion aid. In a way this could be seen as an application of Mayer's (2020) multimedia learning theory as it combines words and pictures to maximise learning..

**Where the inspiration comes from**

I use visual language in my practice and scholarship (including learning through making using LEGO(R) SERIOUS PLAY(R), play doh for example). This AI tool seems to extent such opportunities in new ways, with an artistic flair to also connect emotionally perhaps?

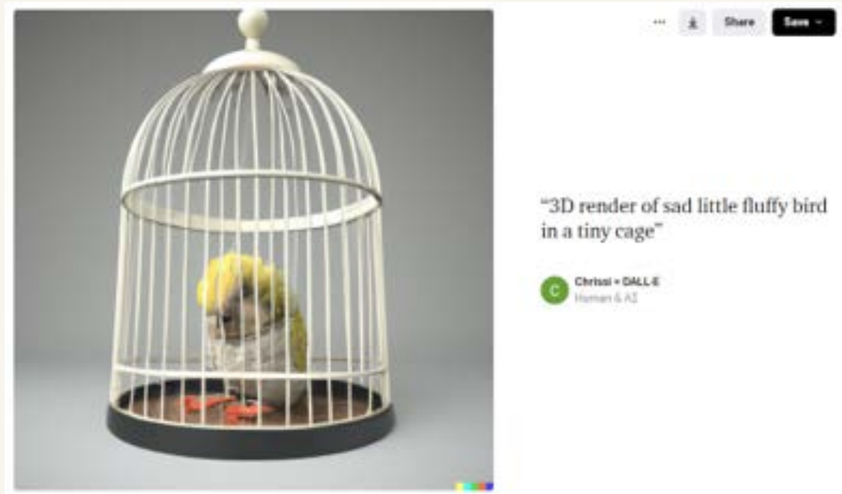


Image created with DALL·E. Sad bird in a cage.

Idea Idea 03 image available at: 3D render of sad little fluffy bird in a tiny cage

# 04 AI ethics: Fostering digital literacies

**Author:**
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**Context:**
Higher Education, Students

**Role:**
Researcher

**Tool(s) used:**
Midjourney

**My idea**

Using AI software and tools to critically reflect with students on digital technology and its use in education/for study.

**What I aim to achieve**

While it is tempting to ask students to use a particular AI software for learning, both faculty and students should critically reflect on the technology available. A possible activity before recommending/using a particular software could be: to find out more about the company that has developed the tool; to read and annotate the Terms of Service; to explore the AI technology used; to find reviews. Questions you could pose for discussion are: impacts of the technology on labour, climate and education; use of personal data and impacts on privacy; user-friendliness and inclusivity; future developments and visions. And… Why not co-organize a symposium with students showcasing findings to the wider campus community?

**Where the inspiration comes from**

I am a researcher exploring online education and hybrid learning with a strong interest in social justice, collaboration, and creativity/play.

Visual created by Midjourney, based on my input “AI in Education” 01 Feb, 2023.

For more information on Idea 04: TALON - Teaching and Learning Online Network, Playful Hybrid Higher Education

# AI as a conversation buddy: Is it about the questions we ask?

**Author:**
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Educator

**Institution/organisation:**
School of Education, University of Leeds

**Context:**
Education, Professional Development, Any Discipline

**Tool(s) used:**
ChatGPT

**My idea**

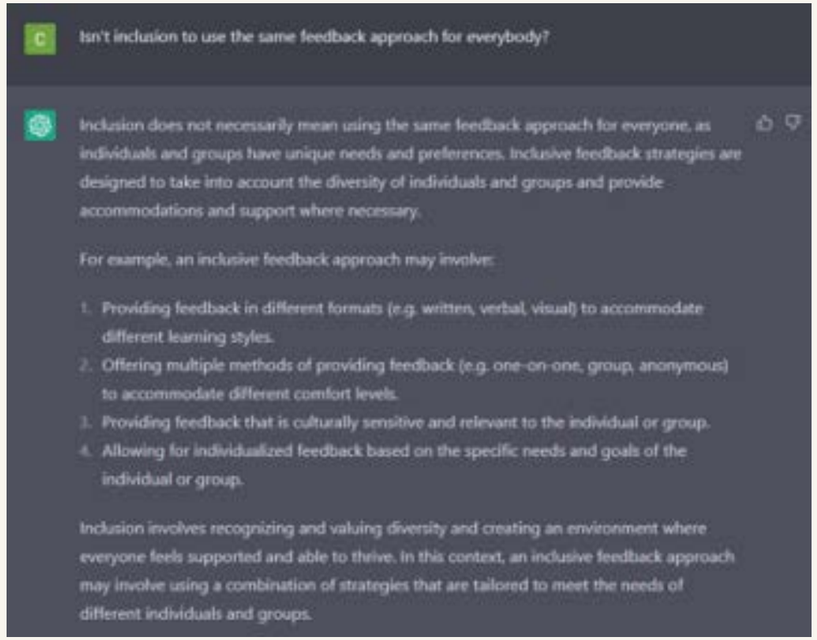
Exploring the use of AI as a conversational buddy to develop critical reading and inquiry skills through developing our own questioning, challenge and be challenged,.

**What I aim to achieve**

To create opportunities for conversational learning using AI, in this case ChatGPT or similar tools, as a conversation buddy. Could this type of conversations help us develop and sharpen our socratic questioning techniques, and open up to diverse perspectives? Could it be a way to practise active listening, critical reading and deep reflection? Could it open our minds to explore new connections and possibilities through questions? Could our own questions help us question our own beliefs, positionality and challenge our own assumptions and study contradictions? Could this approach help us develop our skills in creating safe and non-judgemental spaces for conversations in the spirit of Socratic questioning (Paul & Elder, 2007)? Are responses only as good as the questions we ask? And what are the implications if this is the case?

**Where the inspiration comes from**

From a need to learn to question, challenge and embrace diverse perspectives to construct an informed academic argument and remain curious about the world.



C Isn't inclusion to use the same feedback approach for everybody?

Inclusion does not necessarily mean using the same feedback approach for everyone, as individuals and groups have unique needs and preferences. Inclusive feedback strategies are designed to take into account the diversity of individuals and groups and provide accommodations and support where necessary.

For example, an inclusive feedback approach may involve:

1. Providing feedback in different formats (e.g. written, verbal, visual) to accommodate different learning styles.
2. Offering multiple methods of providing feedback (e.g. one-on-one, group, anonymous) to accommodate different comfort levels.
3. Providing feedback that is culturally sensitive and relevant to the individual or group.
4. Allowing for individualized feedback based on the specific needs and goals of the individual or group.

Inclusion involves recognizing and valuing diversity and creating an environment where everyone feels supported and able to thrive. In this context, an inclusive feedback approach may involve using a combination of strategies that are tailored to meet the needs of different individuals and groups.

Extract of a conversation with ChatGPT about inclusive feedback.

Access Chrissi Nerantzi's development space to follow the full conversation.

# 06 AI-powered persona-generating program for student researchers

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**Context:**
Higher Education, Students

**Tool(s) used:**
OpenAI API

**My idea**

My project involves developing a graphical user interface for a program that employs artificial intelligence (AI) to impersonate persona given by the user so that a human researcher can interview it.

**What I aim to achieve**

With this bot, a student-researcher can ask the AI-powered virtual participant questions on a variety of topics, including opinions on, general and domain-specific issues. Based on the information provided, the AI-powered participant will respond in a manner that is indistinguishable from normal human-to-human interactions. It would be as if you are interviewing a real person through a textual medium rather than an audio/visual one. The interaction can be downloaded and used as "authentic" data for qualitative analysis in a pedagogical context.

**Where the inspiration comes from**

I believe students will learn how to conduct thematic, discourse, content, and narrative analysis better if they have authentic data. However, any human interaction for research purposes is subject to ethics review. The implications of this technology are that our students could conduct research involving "humans" without needing to obtain ethical approval and still go through an experiential learning process. Students can also use this technology to test the efficacy of their data-gathering questions by conducting interviews with various AI-powered participants, enabling them to develop more effective data-gathering tools.

Screenshot of AI Participant Simulator homepage.

Access the Functioning Prototype.

# 07 Using AI to develop variety in scenario-based assessments

**My idea**

Much of the discourse surrounding auto-generative tools, particularly OpenAI's ChatGPT, has focused on how students can use it to create content in response to a given assessment brief - with associated concerns about academic integrity naturally following quickly (King & ChatGPT, 2023). But academics can also use the technology to help create authentic, meaningful, and scenario-based assessments. Academics can, and should, explore the idea of inputting (or, indeed, getting their students to input) the parameters of their assessments into tools, such as ChatGPT, and ask it to create a real-world brief by acting as a 'client' in the context of their disciplinary background. In the example on the right, ChatGPT was asked to act as a client to a marketing business and create a brief for a marketing expert to design a campaign for an unidentified product, including a budget, timescale and market reach. ChatGPT responded with a request for a 6-month, $100,000 campaign across the USA to sell smart thermostats. Students could then work to create materials for this campaign as an assessment task.

**What I aim to achieve**

There is potential here for variety in assessment, which reduces the potential for copying and academic misconduct and increases the inclusivity of the assessment. If students input the assessment parameters themselves, it creates a tailor-made task for themselves, and ChatGPT responds with a different scenario each time it is asked to produce one. It also helps drive up the authenticity and applicability of the assessment.

**Where the inspiration comes from**

I am currently focused on assessment and feedback practices in my role at Liverpool, and am also part of Liverpool's working group to explore AI in academic integrity and assessment.


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**Role:**

Educational Developer

**Institution/organisation:**

University of Liverpool

**Context:**

Higher education,
Summative assessment,
Authentic assessment(s).

**Tool(s) used:**

ChatGPT

act as a client to a business who needs a marketing strategy to sell a product, and construct a brief for a marketing expert to use to create a marketing strategy. identify the product, it's target audience, and include parameters such as market reach, budget, and timescale required.

Product: Smart Thermostat
Target audience: Homeowners interested in smart home technology
Market reach: Nationwide
Budget: $100,000
Timescale: 6 months

Dear Marketing Expert,

We are looking to sell our new Smart Thermostat, which is designed for homeowners who are interested in smart home technology. Our goal is to reach a nationwide audience and increase brand recognition for our product. We have a budget of $100,000 for this marketing campaign and would like to see results within a 6-month timescale.

Our target audience is homeowners who value convenience and energy efficiency in their homes. We believe that our Smart Thermostat provides both of these benefits, as it can be controlled from anywhere using a smartphone app and has features that help save energy.

We are looking for a comprehensive marketing strategy that will help us reach our target audience and achieve our goals. This strategy should include tactics for raising awareness, building brand recognition, and generating sales. Some ideas to consider include digital advertising, influencer marketing, content marketing, and in-store promotions.

We hope to work with you to create a successful marketing campaign for our Smart Thermostat. If you have any questions or need further information, please don't hesitate to reach out.

Sample scenario generated by ChatGPT in response to a request for a brief for a marketing strategy. ChatGPT decided on 'Smart Thermostats' that needed selling, but in previous responses also pitched 'eco-friendly water bottles'.

# 08 Using ChatGPT to build writing skills

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Higher Education Administrator

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Colorado State University Global/ Trifecta Education, Consultant

**Context:**
Higher Education, K-12, Formative assessment, Summative assessment

**Tool(s) used:**
ChatGPT

**My idea**

The superpowers of language generators can be harnessed to improve writing skills.

**What I aim to achieve**

The use of Generative Pre-trained Transformer 3 (GPT-3) provides individuals with a unique opportunity to enhance their writing skills. At the simplest level, this can be achieved by learning from the model's writing style and observing and mimicking its language patterns and phrasing. In addition, GPT-3 can help generate ideas, provide suggestions for phrasing and vocabulary, and even offer proofreading assistance, making the writing process more efficient and streamlined. The real-time interaction with GPT-3 allows individuals to receive immediate feedback, allowing for ongoing improvement in their writing.

**Where the inspiration comes from**

Banning GPT-3 in schools, districts, and states is a knee-jerk reaction to the fear of students cheating. Instead, the focus should be utilizing it as a calculator, spell check, grammar check or other digital tool.

GPT-3: Villain or superhero? A guide for every educator everywhere.

For more information on Idea 08: GPT-3: Villain or Superhero?: A Guide for Every Educator Everywhere

# 09 Use ChatGPT to transcribe student conversations

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Technology Advisory

**Institution/organisation:**
Bangkok Patana School, Thailand

**Tool(s) used:**
ChatGPT, YouTube

**Context:**
Training/coaching videos are organic conversations and are hard to capture. YouTube transcripts have a weird format when copied and are hard to edit. ChatGPT will do this for you. Additionally, children with disabilities or those who are too young to write at length can be recorded, the stories re-written, printed and added to the class boards, and for teaching resources.

**My idea**

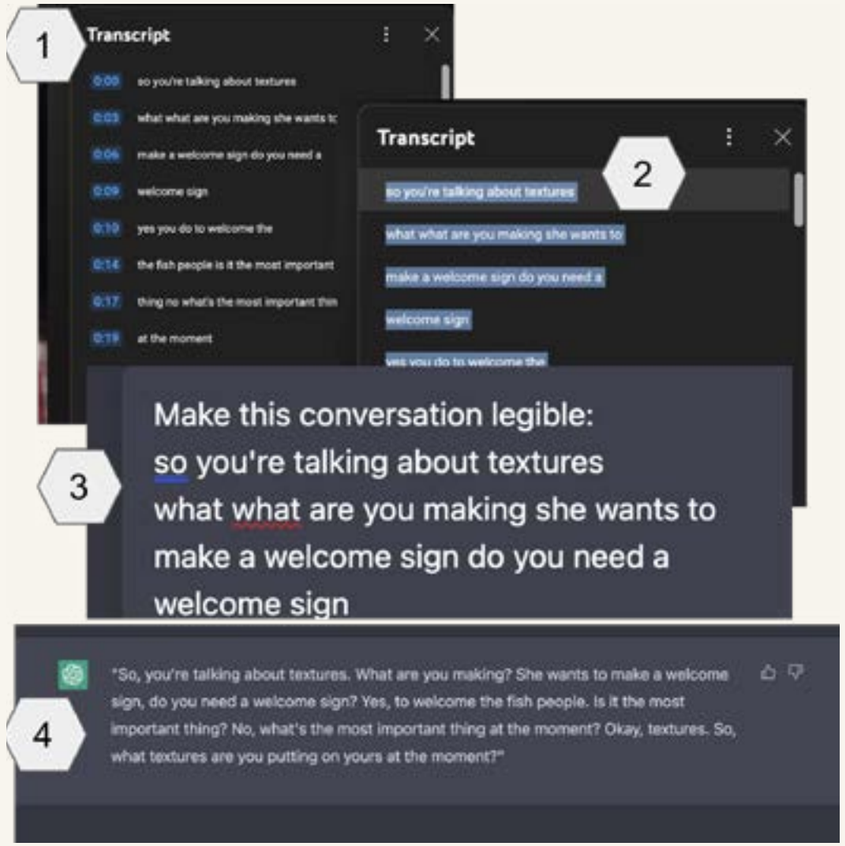
In-Class Video Transcription is hard to capture because children and adults 'um' and 'er' and YouTube writes this in a timestamp manner making it practically impossible to transcribe for free because there is no formatting or grammar to speak of.

**What I aim to achieve**

Write the voice from YouTube Transcriptions (toggled timestamps) copy, and paste it to ChatGPT to make it grammatically correct and understand interview situations.

**Where the inspiration comes from**

Using other services such as WordOnline, audio-to-text bottoms out at about 2 minutes. Siri loses its mind at a paragraph in the length of dictation, making the iPhone's mic as the transcriber impossible to use due to it not understanding it's an interview.




Illustrated process of producing accurate video transcriptions with AI.

# 10 TV Quizmaster!

**My idea**

Utilise ChatGPT (or a similar platform) as a host/facilitator simulating a television quiz format that students are familiar with. This might be a popular series in their region, suitable for delivery in a small group format. Working examples include: Who Wants to Be a Millionaire/Kaun Banega Crorepati [UK/India] or Family Feud/100 Mexicanos Dijeron/以一敌百 [USA/Mexico/China]. The format and content of each quiz can be refined or adapted as required through prompts, for example, to support the number of students or tweak the mode of engagement (scored questions, round elimination, first to answer, etc.). Team-based participation is also possible. Unfamiliar quiz formats can also be explained to the platform. In ChatGPT's words:

"As the host of a TV quiz show for a small group of students, I would provide a set of questions related to a specific subject or topic. Each student would then write down their answers. I could facilitate this type of virtual quiz show by collecting and revealing answers and scores through text input. The students would simply need to communicate answers to me, and I would then be able to keep track of who is in the lead or who has been eliminated."

If quiz content is insufficiently covered within ChatGPT's existing data, information or data can be manually pasted into the prompt area and requested to be included within information sources. This can also reduce potential accuracy issues and ensure that content is relevant. Some TV quiz formats may require increased creativity on the part of the physical players, for example, writing answers down privately, buzzing in to answer first, and using a timer.

**What I aim to achieve**

Improved student engagement and motivation, formative assessment of student progress, concept and topic revision, improved memory retention, and a bit of fun. Plus, preparation for any possible future TV quiz show appearances!

**Where the inspiration comes from**

Shouting answers at television quizzes for many, many years. The enjoyment of small group participation with a "slightly" competitive nature. The positive impact of low-stakes formative assessment.



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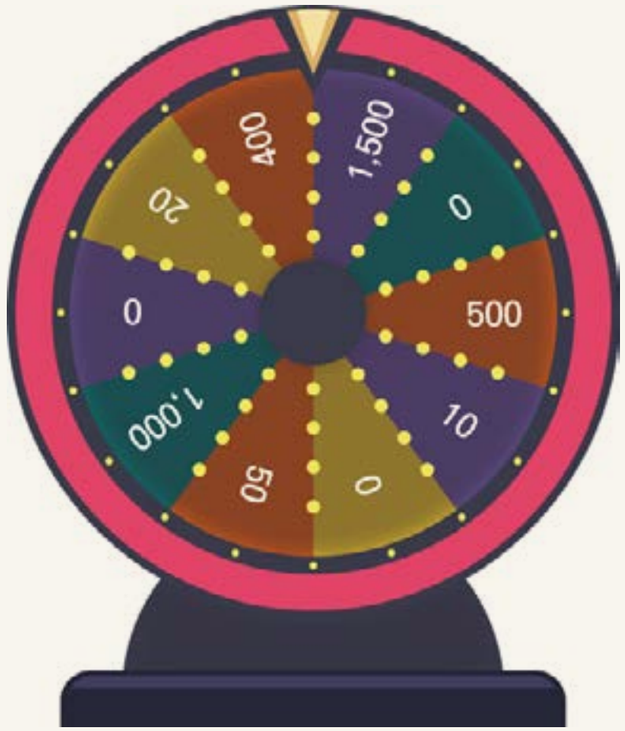
**Role:**
Educational Developer

**Institution/organisation:**
Centre for Innovation in Education, University of Liverpool

**Context:**
K-12, Higher Education, Formative assessment

**Tool(s) used:**
ChatGPT




A TV quiz show prize wheel.

For further reading on Idea 10:

The psychology of learning and motivation: Cognition in education.

Regarding class quizzes: A meta-analytic synthesis of studies on the relationship between frequent low-stakes testing and class performance.

# References


### Idea 01

Carless, D. (2017) Scaling up assessment for learning: Progress and prospects. In: D. Carless, S. M. Bridges, C. Ka Yuk Chan & R. Glofcheski (Eds.), Scaling up assessment for learning in higher education (pp. 3–17). Springer.

Illingworth, S. (2022). Science communication through poetry. Springer.

Moon, J. (2010). Using story in higher education. Routledge.

### Idea 02

Image Credit: OpenLIVES project (2012). An open collection of research data and teaching materials relating to Spanish migrant stories. JISC. CC BY-NC-SA

### Idea 03

Mayer, R. E. (2022, 3rd ed.). Multimedia learning. Cambridge University Press.

### Idea 04

A People's Guide to Tech

Civics of Technology

Ethical EdTech

Ethical Use of Technology in Digital Learning Environments

Ethical Tech

### Idea 05

Crogman, H. & Jackson, M. (2022). Unshackling learning. In: N. Rezaei (Ed.)) Integrated education and learning. Integrated Science, 13. Springer.

Katsara. O. & De Witte. K. (2019) How to use socratic questioning in order to promote adults' self-directed learning, Studies in the Education of Adults, 51(1), 109-129. DOI: 10.1080/02660830.2018.1526446

Paul, R. & Elder, L. (2007). Critical thinking: The art of Socratic questioning. Journal of Developmental Education, 31(1), 36–37.

Wang, H. (2010). The influence of the Socratic tradition on Cambridge practice and its implication on Chinese higher education. Journal of Cambridge Studies, 5(1), 1–1.

### Idea 07

King, M. R. & ChatGPT (2023). A conversation on artificial intelligence, chatbots and plagiarism in higher education. Cellular and Molecular Bioengineering, 16(1-2).

### Idea 10

Roediger, H. L. III, Putnam, A. L. & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. P. Mestre & B. H. Ross (Eds.), The psychology of learning and motivation: Cognition in education (pp. 1–36). Elsevier Academic Press.

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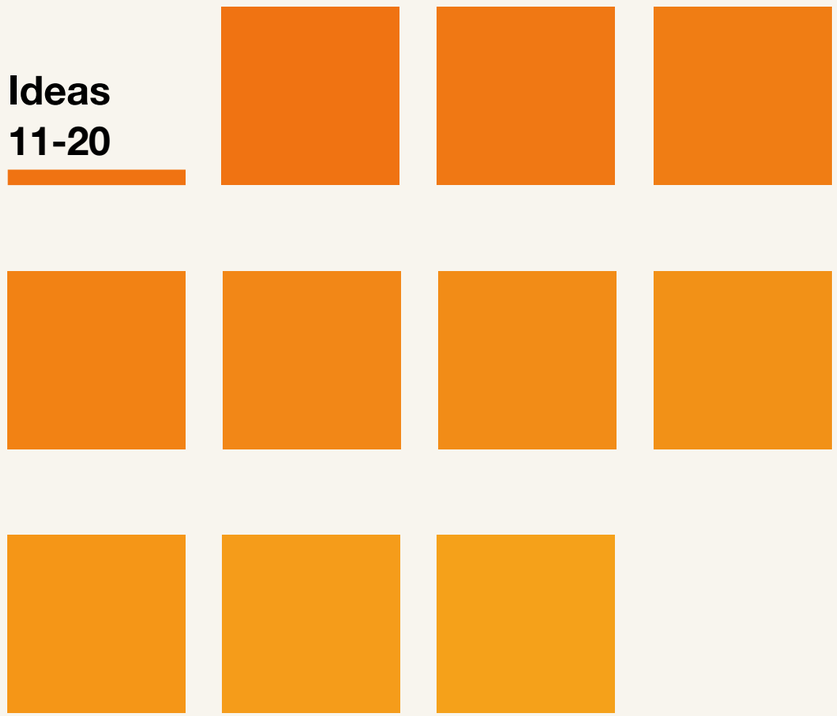
# Ideas 11-20



**11**

Using AI tools in an entrepreneurial startup project

**12**

Branching scenarios using AI-generated case studies

**13**

ChatGPT: Wolf in sheep's clothing conversation starter

**14**

AI-powered rubric generator

**15**

Game development with chatbots

**16**

Problem-based learning (PBL) scenarios

**17**

AI and authorship, citation practices

**18**

Developing criticality using ChatGPT as a stimulus

**19**

Challenging AI's informational influence

**20**

ChatGPT prompts for active learning

# 11 Using AI tools in an entrepreneurial startup project

**Author:**

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**Role:**

Leader of Digital Technologies

**Institution/organisation:**

Scotch College, Adelaide

**Context:**

Challenging students to create start-up businesses where they find problems, refine these, ideate over solutions, design a prototype and test that prototype, develops a multitude of skills in students. AI tools could be used a variety of ways throughout the process. My idea focuses on using technology such as image generators or bespoke tools to create visual marketing materials, brand/company names and logos; using chatbots or specialised marketing copy generators to create text based marketing materials.

**Tool(s) used:**

Stable Diffusion, Midjourney, Flair, Looka, Copymatic, ChatGPT

**My idea**

AI tools are ideal for rapidly creating multimedia content. The outputs can be quickly repurposed for specific audiences. Having students build rapid prototypes can be hampered by marketing needs. AI tools can be used for this purpose to enhance pitches and assist in marketing ideas.

**What I aim to achieve**

- Improve the quality and speed of the development of rapid prototypes and accompanying marketing materials in the start up process. This is aimed at enhancing engagement from students
- Improve the understanding of skills needed in marketing, language used and how AI can be used to assist in many of these purposes. A greater understanding of the diversity of AI tools available and how they can be used for specific tasks in a process.
- An understanding how use of AI technology assists rapid prototyping, making access and involvements in start up easier.

**Where the inspiration comes from**

A.I. Explore: Concept Vehicles + Shot Location
by Brian Sykes

A hacker and a robot, both working together at the computer.

Visual created using Lexica.

# 12 Branching scenarios using AI-generated case studies

**Author:**

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**Role:**

Learning Experience Designer & Technologist

**Institution/organisation:**

OpenRN Project, Codaptive Labs LLC

**Context:**

Case studies are a huge part of bringing curriculum to life for a learner. They bring the learner into a real-world context. In the case of nursing, case studies give learners the chance to grapple with an endless number of critical thinking situations that will be relevant in their professional careers.

**Tool(s) used:**

ChatGPT, Midjourney, H5P

**My idea**

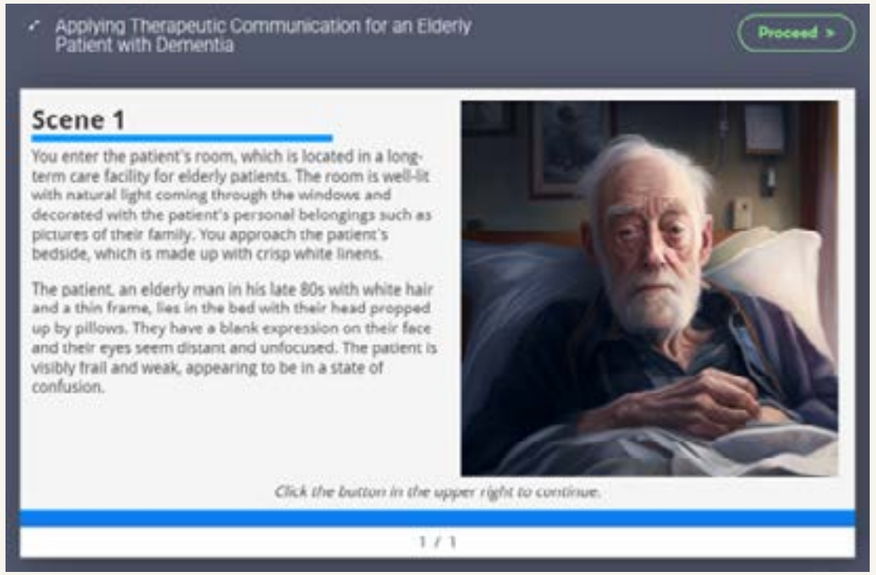
Leveraging AI as a thought partner in the authoring of branching scenarios to give learners authentic critical thinking assessments.

**What I aim to achieve**

Authoring case studies is a time consuming process, and the case studies that are out there often don't have all the components that would lead to an engaging and helpful learning experience. By leveraging AI, we are able to author not only a comprehensive case study, but generate relevant dialogue, feedback, and branches that take the learner on a content-rich journey.

**Where the inspiration comes from**

As the Instructional Technologist on the OpenRN project, we have already been creating a host of virtual scenarios to support nursing students. The Open RN™ project is funded by a $2.5 million dollar grant from the Department of Education to create five OER Nursing Textbooks with 25 associated Virtual Reality scenarios.




AI therapeutic communication scenario 'Applying therapeutic communication for an elderly patient with dementia.'

For more information on Idea 12: Open education resources for nursing.

Disclaimer: This scenario is a proof of concept. All text within the scenario was generated by ChatGPT and the image by Midjourney. Our use of AI is still in a testing phase. It has not yet been vetted by a subject matter expert. While AI allows for the authoring of this content to be incredibly quick and robust, the role of a SME is critical to ensure validity, relevance, and accuracy.

# 13 ChatGPT: Wolf in sheep's clothing conversation starter

**Author:**

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**Role:**

Educational Developer, Educator

**Institution/organisation:**

American University in Cairo

**Context**

Time magazine article on exploitation of Kenyan workers.

**Tool used**

Just a place to share the image with students.

**My idea**

Use the meme I made to start conversation about unethical practices in ChatGPT's process of creating an ethical AI (exploitation of Kenyan workers).

**What I aim to achieve**

I am aiming for students to do the research and find the above article or something like it or all the ethical issues connected to AI or ChatGPT.

**Where the inspiration comes from**

The Time magazine article mentioned previously, Autumm Caines' article 'Prior to (or instead of) using ChatGPT with your students', and Chris Gilliard and Pete Rorabaugh's article 'You're Not Going to Like How Colleges Respond to ChatGPT'.

CC-BY Photo of wolf head in sheep body with text on it being a metaphor for unethical practices by ChatGPT: edited by Maha Bali on Canva.

Original image without text by Sarah Richter on Pixabay.

# 14 AI-powered rubric generator

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Educator, Researcher

**Institution/organisation:**
Werklund School of Education, University of Calgary

**Context:**
Secondary/higher education

**Tool(s) used:**
OpenAI API

### My idea

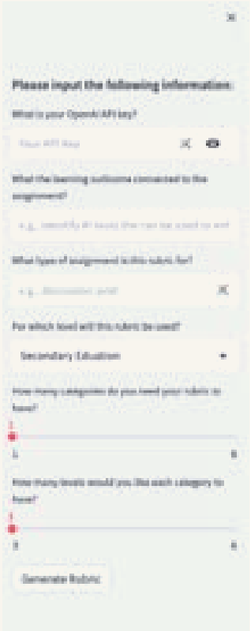
GPT-3 rubric generator. This tool aim to streamline the process of creating a rubric, by automatically generating one based on a given learning outcome.

### What I aim to achieve

This tool can be incredibly useful for educators, who often spend a significant amount of time creating these detailed evaluation guides. This tool can save them time and provide a starting point for customizing the generated rubric to fit the specific needs of their course and students. By simplifying this task, I aim to make it easier for educators to assess their students' learning in a fair and consistent manner, ultimately helping students better understand the criteria for their evaluations and what is expected of them. The linked version of the generator also recommends adjustments to the generated rubric for non-native language users of English.

### Where the inspiration comes from

Rubric creation is laborious. Creating these evaluation guides for each course can be tedious for educators. I saw an opportunity to automate this process using GPT-3, freeing up educators' time to focus on other aspects of teaching and giving them a starting point for customizing the generated rubric to their course and students' needs. This generator helps educators evaluate their students' learning fairly and consistently while giving them clear, understandable criteria.




AI Rubric Generator

Screenshot of the rubric generator.

Working prototype.

# 15 Game development with chatbots

**Author:**
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**Role:**
Leader of Digital Technologies

**Institution/organisation:**
Scotch College, Adelaide

**Context:**
ChatGPT is being used by programmers and data analysts to assist with writing code and checking code. Using such technology while learning to code, seeing a chatbot as an assistant in the process plus understanding how much to use the tool and when it is replacing the development of your own skills are vital. This is an example of an activity that explores all these.

**Tool(s) used:**
ChatGPT

**My idea**

Use an AI chatbot such as ChatGPT to assist in the design and development of a hybrid and unique concept computer game while also developing your own skills in this field. Possible activities:

- Students use a chatbot to ideate on unique, hybrid game
- They tweak this and regenerate responses analysing and evaluating output
- They draw character designs, map etc not using AI
- They have a chatbot create the structure of the components
- They then develop the rest of the code for the game using the chatbot to check their code as they develop
- They provide their own (non AI assisted documentation) explaining what they have done

**What I aim to achieve**

- Have students use AI chatbots for ideation
- Develop an understanding of when to use chatbots and when not to (ie recognising that chatbots can negatively affect learning)
- Have students use AI chatbots to assist in programming

**Where the inspiration comes from**

Tobias Zwingmann

Generate a bulleted list of ideas for a video game that combines space invaders and pacman

- Players control a character that must navigate a maze-like map and avoid enemy spaceships while collecting pellets
- The character has a weapon to defend themselves and defeat the enemy spaceships
- Power-ups can be collected that temporarily increase the character's weapons power or speed
- The game progresses through multiple levels with increasing difficulty
- The enemy spaceships can evolve and change form, requiring different tactics to defeat
- Players can earn points for defeating enemy spaceships and collecting pellets, and the points can be used to unlock new weapons or upgrades for the character
- A two-player mode where players compete to get the highest score
- A boss battle at the end of each level, featuring a large, powerful spaceship
- A survival mode where players must survive as long as possible against an endless wave of enemy spaceships
- Different maps with varying layout, obstacles, and environmental hazards.

write the python code for this game

python Copy code

```python
import pygame

# Initialize pygame and create a window
pygame.init()
screen = pygame.display.set_mode((800, 600))

# Load the player and enemy images
player_image = pygame.image.load("player.png")
enemy_image = pygame.image.load("enemy.png")

# Define the player and enemy objects
class Player(pygame.sprite.Sprite):
    def __init__(self):
        super().__init__()
        self.image = player_image
        self.rect = self.image.get_rect()
        self.rect.x = 400
        self.rect.y = 500
```

This code creates a basic window, loads player and enemy images, defines the player and enemy objects, creates a group to store all enemy objects, adds enemy objects to the group, creates a player object, and enters a game loop that moves the player and checks for collisions. This should give you a starting oint to build your game.

# 16 Problem-based learning (PBL) scenarios

**Author:**
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**Institution/organisation:**
School of Education, University of Leeds

**Role:**
Educator

**Context:**
While PBL was first used in medical education in the 1960's to boost higher order thinking (Barrows & Tamblyn, 1980), it can be a valuable learning and teaching strategy across disciplines and professional areas.

**Tool(s) used:**
ChatGPT

### My idea

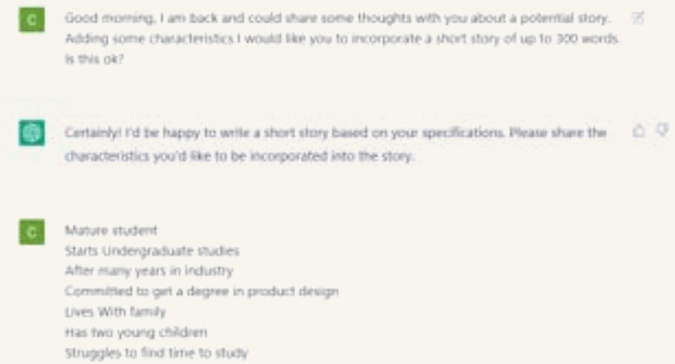
Generate PBL scenarios with the help of ChatGPT based on specific prompts by educators and/or students to enable inquiry based learning on own or in small groups that triggers curiosity for learning and discovery through critical and creative problem-solving.

### What I aim to achieve

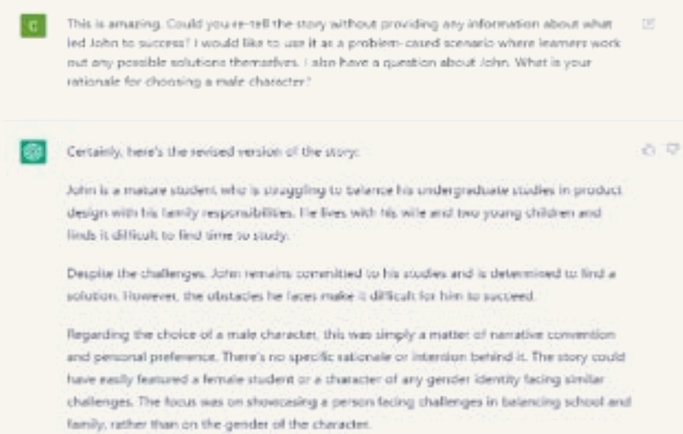
To focus on important elements of a scenario that will provide the parameters and build in potential challenges and complexity that need to be identified and resolved through inquiry. Could such an AI-supported approach to generate scenarios diversify how PBL is currently facilitated? Could it boost co-creation in curriculum design? Could it save time? As we know, it is about problem-solving and finding the problem.

### Where the inspiration comes from

PBL is still widely under-used to boost collaborative learning. We are faced with enormous challenges today that require radical collaboration. Could this coming together to identify and solve problems help us develop collaborative capacity?




Screenshot of sample scenario prompts inserted to chatGPT by the author (05 Feb 23).




Screenshot of sample scenario created by chatGPT based on the above prompts by the contributor (05 Feb 23).

# 17 AI and authorship, citation practices

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**Role:**
Educational Developer

**Institution/organisation:**
University of British Columbia

**Context:**
Education, particularly courses that focus on writing and that discuss the practice of citation and authorship

**Tool(s) used:**
ChatGPT

### My idea

Have a conversation with students about whether AI tools can be considered "authors," and the role of citation in scholarly work. Invite students to create a text in collaboration with ChatGPT or the like, and have a conversation in class or in a reflection pieces about whether they consider it a co-author, and why; what is the purpose of citing others' work and does that apply in this case; and what it means to build on the work of an AI compared to building on the previous work of people (and also how AI itself builds on the work of people!)

### What I aim to achieve

Reflection on what it means to build on the work of others, what are the purposes of citation, whether current citation practices fulfill those purposes. This can support student learning about academic integrity as well.

### Where the inspiration comes from

Policies from scholarly journals about whether ChatGPT can be listed as a co-author. Also from conversations with colleagues about how to attribute or cite such tools.

Robot toy image by Andrea De Santis (Unsplash license).

For more information on Idea 17: Editorial in Nature journal (January 2023) about their policies on AI and authorship, and Science Journals: Editorial Policies for guidelines for authors.

# 18 Developing criticality using ChatGPT as a stimulus

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**Role:**
Educator

**Institution/organisation:**
Roehampton University

**Context:**
Higher education and developing critical thinking and reflection

**Tool(s) used:**
ChatGPT or Perplexity

### My idea

Each student asks chat got to write 200 words in response to a stimulus e.g what do you consider to be limitations of ChatGPT?

The students have a pro forma to complete independently, which includes elements in the AI-generated answer such as: Quality of English, Quality of references, Correct referencing style, Quality of argument, etc. They then get into groups of 5 and discuss their pieces and their pro forma reflections. The next step can be one of several alternatives: They have to reach a consensus either about which one is best, or rank the texts or write a better, collaborative piece, or give a joint presentation on the process and outcomes of their discussions

### What I aim to achieve

Encouraging students to use AI in a critical way that will help them to develop skills needed for higher education, including critical thinking, referencing, summarising and group work.

### Where the inspiration comes from

Working with colleagues and students on how to use generative AI positively and the need to develop critical thinking skill to make academic choices when using different sources.

Green screen with computers and camera.

Photo source: Jo Peat.

# 19 Challenging AI's informational influence

**My idea**

Explore AI's profound informational, contextual and emotional influence.Using (2 different) AI image generators, generate 4 basic emotion images from each AI generator, using the same or similar prompts, base your image generation on one literature or movie themed villain-hero type scenario or the like* (*see images). Compare and con78/trast the four basic emotions relying on your own experiences, emotion research and the resource links below. Provide additional context to your images in a shared Google Doc. In your learning experience journal, reflect on your own emotions during this learning experience. Lastly, choose an image that you find interesting from the shared Google doc and reach out to your peer for a brief collaborative-session to give and receive feedback. Discuss AI's Informational Influences and include in the discussion two AI generated images that you both agreed upon and one that you both report differences on.

**What I aim to achieve**

Learning experience objectives: Create two sets of four AI generated images (8 images in total), in a shared Google Doc, analyze how the informational influence on emotions using AI generated images, and emotion research in learning. Discuss the differences your found between the two AI generators, indicate from most to least the emotional influence, intensity and clarify of the emotion you observe. Identify any strengths and weakness of the information, as an influence, that could be improved, for example. Adding more detail to the AI prompt generated a more remarkable emotional expression.

Extended Learning: Showing the four basic emotions - happy, sad, fear and anger - of the protagonist and/or hero of the movie or literature story. Write one paragraph using ChatGPT, for each emotions, explain and describe how the AI generated image complements the emotion. (outcome: Identifying & discussion of emotions and feelings that might arise by intentionally (self-reflection, self-management, emotional intelligence), using AI imagery, and contextually explained using ChatGPT as a creative expression facilitator prompt.

Outcomes: Critical thinking, critical literary analysis, emotional intelligence awareness, storytelling using AI as a motivational resource, critical literature analysis, informational influence, conformity, agentic learning.

**Where the inspiration comes from**

Dr Marc Brackett, Emotional Intelligence Center at Yale University.


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**Institution/organisation:**

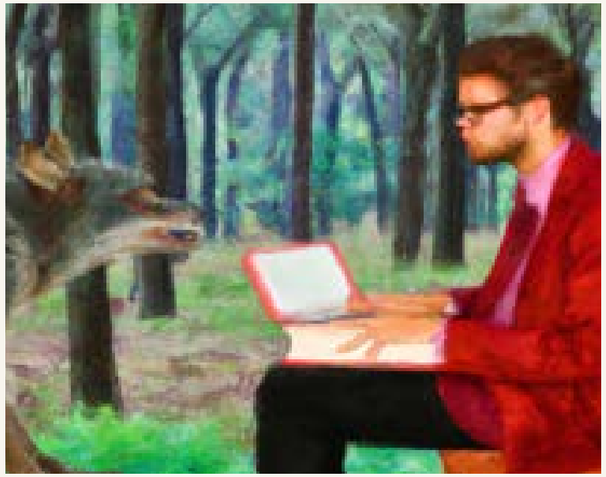
NOVO Ed.


**Context:**

K-12, Higher Education, Formative assessment

**Tool(s) used:**

ChatGPT, DALL·E 2



Impressionist image of a young teacher using a laptop and the big bad wolf lurking in the woods in the background.

Impressionism image of Darth Vader and Luke Skywalker with light sabers.

# 20 ChatGPT prompts for active learning

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**Role:**
Scientist, Educator

**Institution/organisation:**
New York University

**Context:**
Education, Professional Development

**Tool(s) used:**
Students' brains ft. ChatGPT

**My idea**

Think-Pair-Share activity where students individually tackle a topic through the lens of three different types of ChatGPT prompt-driven uses. Then, students pair up to exchange what surprised them in the process, and share those insights with the group.

**What I aim to achieve**

Have students directly experience that ChatGPT is more of a stochastic parrot than a thinking machine. Nurture critical thinking and understanding of the strengths and limitations of various prompt-driven ChatGPT uses.

**Where the inspiration comes from**

"[Generative AI] is the first general-purpose technology available to non-technical people that can solve practical problems." - A quote by Ethan Mollick

Visual created by Yuliya Yoncheva.

For more information on Idea 20: Example on Yuliya Yoncheva's Medium

# References


### Idea 16

Barrows, H. S. & Tamblyn, R. M. (1980). Problem-based learning. An approach to medical education. Springer.

### Idea 18

Pedersen, S. (2022, December 7). How to Use ChatGPT for Writing [Blog post].

Maatta, T. (2022, December 13). ChatGPT Tips for Becoming a Better Writer [Blog post].

### Idea 19

60 Seconds Practice- Emotional Intelligence

Stronger Stories, Heroes and Villains

Yale Emotional Research

### Idea 20

OpenAI: Examples: Explore what's possible with some example applications.

# Ideas 21-30


**21**
Using DALL·E to create images as lesson resources

**22**
Interviewing learner personas

**23**
Creative warm-ups for ideas generation: Dream up a new creation

**24**
Moving beyond a limited conceptualization of LLM functionality

**25**
Stylin' and profilin'

**26**
Using QuickDraw & Autodraw to explain AI concept easily

**27**
In the pursuit of our teacher identity: ChatGPT, as a mentor

**28**
Critical thinking/ evaluation

**29**
Critical AI literacy and critical assessment

**30**
Using ChatGPT to encourage critical thinking

# 21 Using DALL·E to create images as lesson resources

**Author:**
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**Role:**
Educational Consultant

**Institution/organisation:**
KWC. Evolve School

**Context:**
Teachers using AI to create images to use as resources in lessons. DALL·E prompt: “illustration of children from different races, assisting parents at home by doing various chores”

**Tool(s) used:**
DALL·E 2

**My idea**

As teachers, especially foundation phase/ junior school teachers resources are always needed for lessons - pictures and images.

**What I aim to achieve**

- Picture/s for teacher to use as a resource for a lesson. In this instance a Foundation Phase lesson about being helpful at home.
- From an AI viewpoint the aim was to get the AI to create images that answers the question, that could be used as a teaching resource within worksheets, provided to learners or shown digitally as a discussion point by the teacher.

**Where the inspiration comes from**

- Teachers needing teaching resources to use for lessons.
- Encouraging teachers to play with AI to get to know the tools and see how they can be useful to them in various ways. To learn to prompt and get the results they are wanting.

Four groups of images are of children doing chores at home.

Visuals created using DALL·E 2.

For more information on Idea 21: Two blogs by Karen A Walstra

1. AI (Artificial Intelligence) in lessons.

2. Ethics and AI in Education - how do we address this?

# 22 Interviewing learner personas

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Rebecca J. Hogue

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**Role:**
Lecturer, Educator

**Institution/organisation:**
University of Massachusetts-Boston

**Context:**
I teach instructional designers. My students are mid-career or late-career professionals who want to transition into instructional design.

**Tool(s) used:**
ChatGPT, DALL.E

**My idea**

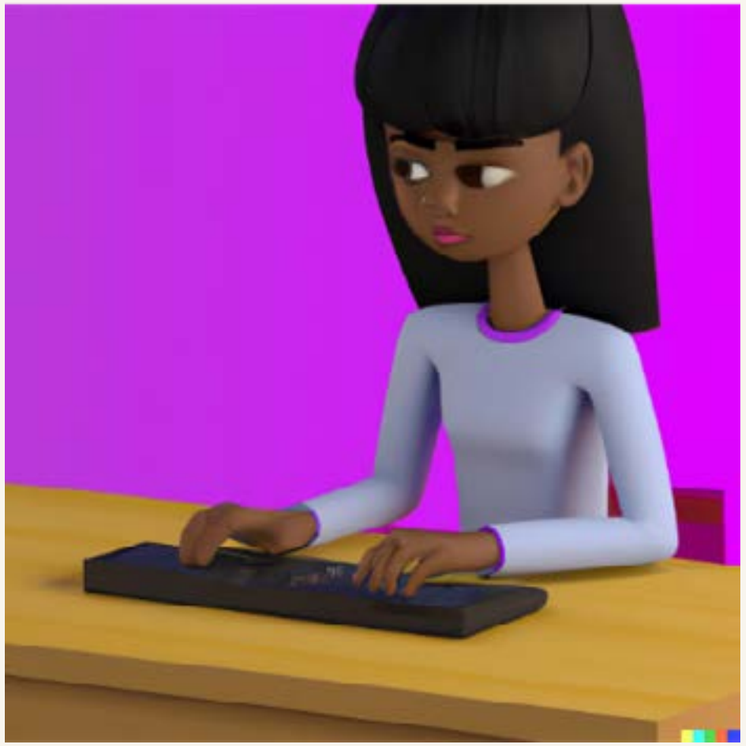
Using ChatGPT to create and then impersonate a persona created by the student. The student then interviews the persona about the topic of their project.

**What I aim to achieve**

I want to show my students how they might use the AI to help improve their instructional designs - especially when they are working on fictional projects. I've created an example that might represent a student in my class, and I want to discuss how accurate or useful the created persona might be.

**Where the inspiration comes from**

All the previous examples in this slidedeck.



Student sitting at desk, with computer keyboard.
Image created using DALL·E
For more information on Idea 22: Example of an interview that I did to show my students

# 23 Creative warm-ups for ideas generation: Dream up a new creation

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**Institution/organisation:**
School of Education, University of Leeds

**Role:**
Educator

**Context:**
Any educational setting to boost creative thinking.

**Tool(s) used:**
DALL·E 2

**My idea**

An ideas generation activity

**What I aim to achieve**

To open up our imagination and free us to be creative without boundaries. Making the impossible possible. A specific prompt could be, come up with a new creature that doesn't exist yet, a new plant, piece of furniture or architecture for example. Will be good to be used in group settings to encourage conversations and further extent creative possibilities through combining ideas.

**Where the inspiration comes from**

Torrance (1966) and Guilford's (1968) test of creative thinking, which I use regularly not to measure creative thinking but to bring it out in people. We all have creative capacity.

3d render of a strawberry house with little windows and a chimney. Created with DALL·E 2.

Image available on Chrissi × DALL·E Open AI.

# 24 Moving beyond a limited conceptualization of LLM functionality

**Author:**
Martin Compton

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**Role:**
Educator

**Institution/organisation:**
University College London

**Context:**

Many of my academic/teaching colleagues have (understandably) fixated on the capabilities of tools like ChatGPT to come up with convincing, ostensibly fluent responses to essay and short answer questions. Whilst the limitations and possible responses to this continue to be explored, this potential can mask some of the many other things such tools can do, particularly in terms of supporting wider academic skills (not least in terms of possibilities for neurodivergent students) and, potentially, some of the more laborious aspects of the work of educators.

**Tool(s) used:**

ChatGPT

**My idea**

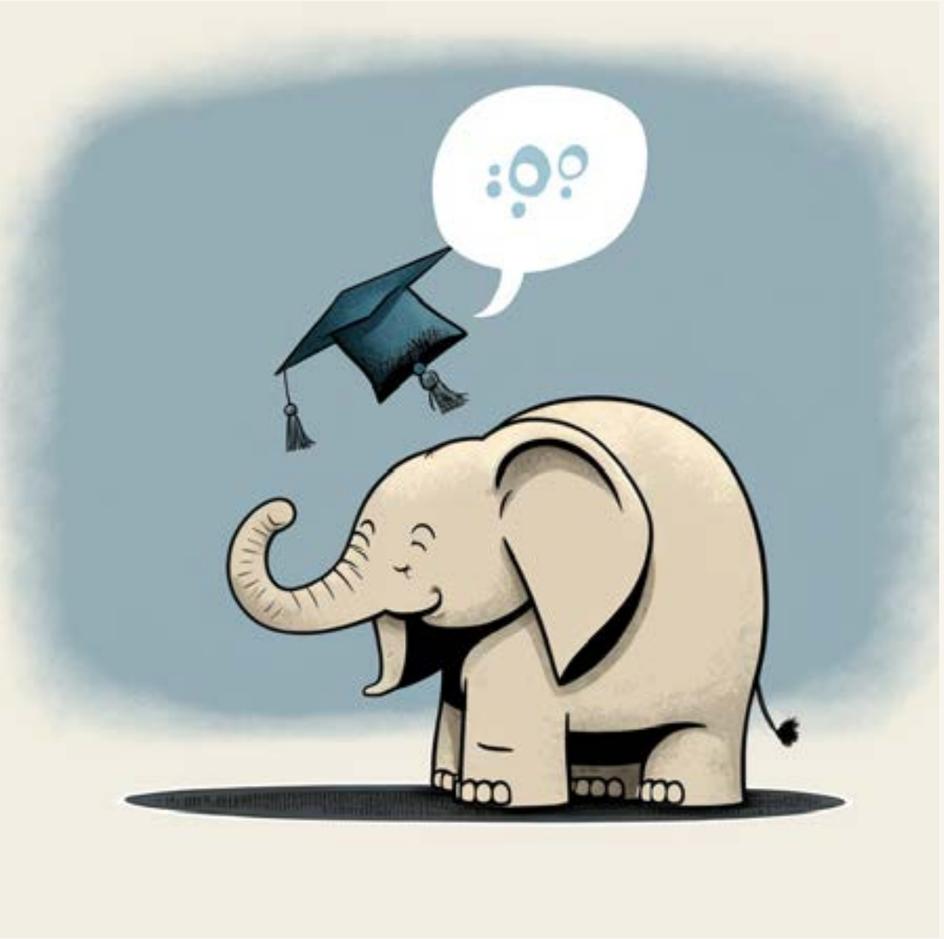
There is so much more that can be done beyond the 'writing' functionalities of tools like ChatGPT that are dominating headlines, but we need to shine a very bright light on some of these lest they are sidelined in a confusion of anxiety and knee-jerk responses.

**What I aim to achieve**

Collect and share ways of using LLM tools beyond the obvious to encourage educator colleagues to see wider possibilities, to explore for themselves wider affordances and limitations and engage with (rather than instinctively push against) these technologies.

**Where the inspiration comes from**

My own inability to ever cease fiddling with things and, of course, the wider academic community.



Academic elephant in the room (created in Midjourney via Discord by M. Compton)

For more information on Idea 25: Sandpit of 'not just generating writing' ideas using ChatGPT

# 25 Stylin' and profilin'

**Author:**
Chris Lott

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**Role:**
Learning Designer

**Institution/organisation:**
University of Washington

**Context:**
Higher education, Creative writing

**Tool(s) used:**
ChatGPT

### My idea

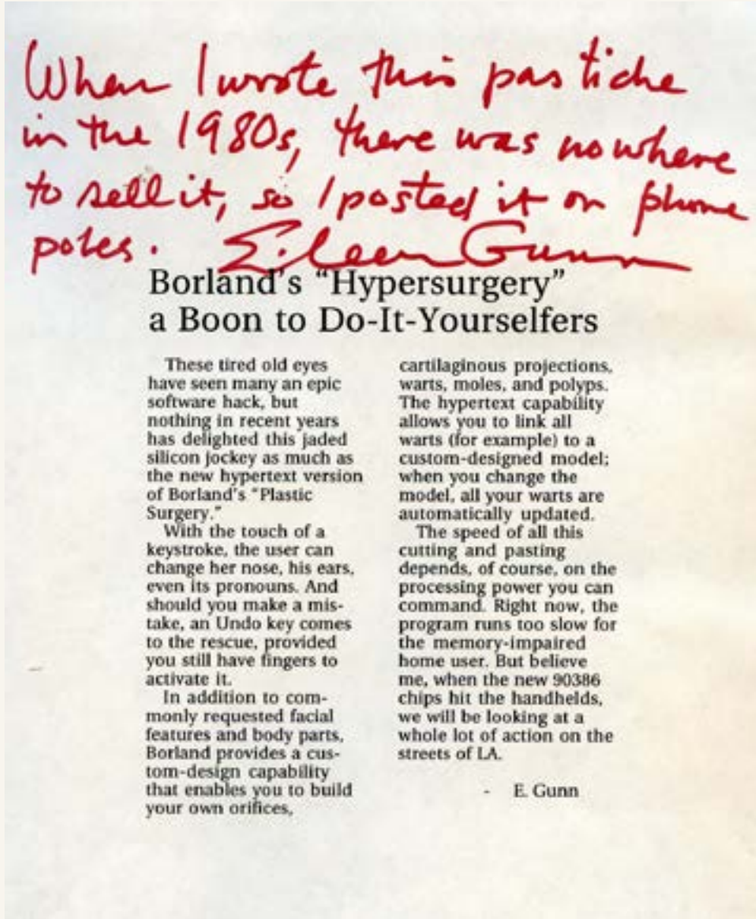
Use AI-generated text to delve into the specifics of literary styles by analyzing its approximation of different authors' writing. For example, asking the AI to generate some text in the style of Virginia Woolf, Cormac McCarthy, and David Foster Wallace.

### What I aimto achieve

AIs such as ChatGPT aren't "intelligent" in the way some people think. But it is (already) good at creating pastiche texts in the style of particular authors. Considering "why" the AI emulated the style (sentence formation, word selection, punctuation and grammar, etc.) as it did requires learners to undertake deeper consideration of the works of the authors in question to pinpoint style particulars, and where the parallels are found in the authors' work. It is at least as important to consider where ChatGPT gets things wrong.

### Where the inspiration comes from

I've worked with faculty who teach writing and taught it myself. AI-generated builds on traditional compare/contrast/analysis by providing another layer for considering the construction and effects of writing style. There are many possibilities for building on this kind of activity, including using different genres, having students write in different styles, or even asking them to emulate what they think the AI might produce before asking it to do so.



When I wrote this pastiche in the 1980s, there was nowhere to sell it, so I posted it on phone poles. Eileen Gunn

Borland's "Hypersurgery"
a Boon to Do-It-Yourselfers

These tired old eyes have seen many an epic software hack, but nothing in recent years has delighted this jaded silicon jockey as much as the new hypertext version of Borland's "Plastic Surgery."

With the touch of a keystroke, the user can change her nose, his ears, even its pronouns. And should you make a mistake, an Undo key comes to the rescue, provided you still have fingers to activate it.

In addition to commonly requested facial features and body parts, Borland provides a custom-design capability that enables you to build your own orifices, cartilaginous projections, warts, moles, and polyps. The hypertext capability allows you to link all warts (for example) to a custom-designed model; when you change the model, all your warts are automatically updated.

The speed of all this cutting and pasting depends, of course, on the processing power you can command. Right now, the program runs too slow for the memory-impaired home user. But believe me, when the new 90386 chips hit the handhelds, we will be looking at a whole lot of action on the streets of LA.

- E. Gunn

A pastiche piece of hypertext software (Borland's "Plastic Surgery") with a note by the author, Eileen Gunn, that in the 1980s there was nowhere to sell the piece.

CC-BY-SA photo by Cory Doctorow

# 26 Using QuickDraw & Autodraw to explain AI concept easily

**Author:**

Maha Bali

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**Role:**

Educational Developer, Educator

**Institution/organisation:**

American University in Cairo

**Context**

Show basic pattern recognition type of machine learning at play.

**Tool used**

QuickDraw, Autodraw

**My idea**

Use QuickDraw and Autodraw to help students understand how AI learns (QuickDraw), has biases (see Maha Bali' blogpost on the topic) and can then be used after trained to do something else (Autodraw).

**What I aim to achieve**

For students to understand some of what AI can do and how it uses user data as part of training/testing set to then produce a more polished product. Be able to discuss cultural bias and potential advantages and disadvantages of such technology. For whom is it helpful? For whom is it detrimental? Who is included and excluded?

**Where the inspiration comes from**

Playing QuickDraw with my daughter. Learned about it through ds106 assignment bank.

Arabic text asking the player to draw an angel and a doodle of roughly a face and wings and halo, even though in Islam (most speakers of Arabic are Muslim) drawing angels is not commonly accepted.

For more information on Idea 26: Reflecting Allowed - Maha Bali's blog about education

# 27 In the pursuit of our teacher identity: ChatGPT, as a mentor

**Author:**
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**Institution/organisation:**
University of Macedonia

**Role:**
Educator

**Context:**
All teaching settings

**Tool(s) used:**
ChatGPT

**My idea**

Exploring the use of AI to support teachers in all grades of education to find their teacher identity, to boost their confidence, to reflect on their teaching practices, to build better working relations with colleagues, to strengthen relationships with parents, to decide on the values underpinning their teaching philosophy, to make their classrooms more inclusive, to cater for special needs that a student might have, to offer ideas about developing different type of skills (i.e language skills, soft skills for students with autism, mathematical skills etc) and so on. Evidence suggests that teachers often don't get the support they need from their working environment, while expectations on their performance is demanding.

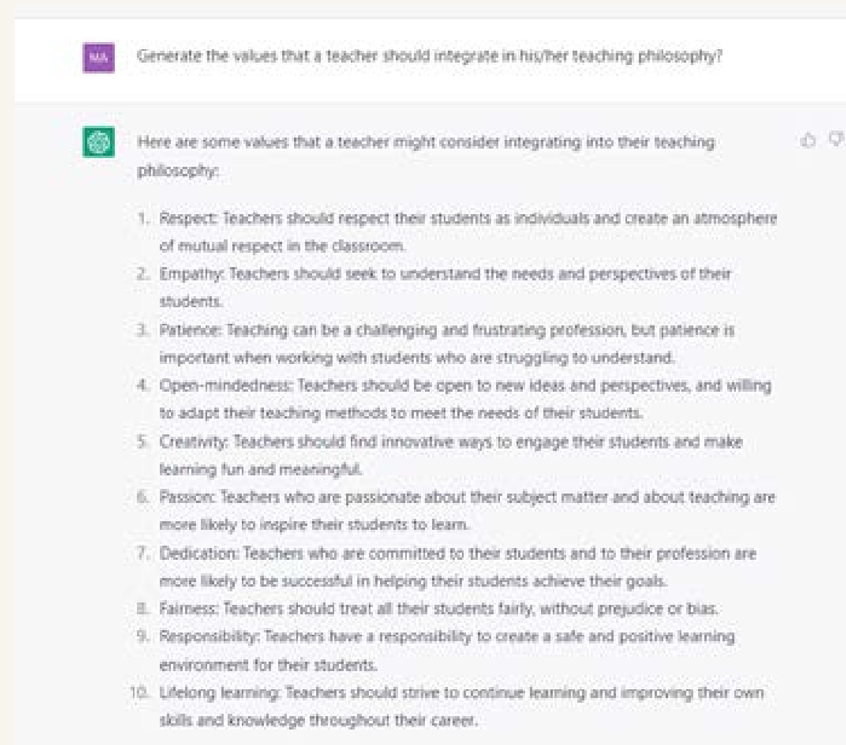
Can ChatGPT be the mentor teachers were long awaiting for?

**What I aim to achieve**

Providing immediate support, guidance, ideas to teachers. When teachers are overwhelmed with their responsibilities, tasks, outcomes of their work, ChatGPT might be a good artificial friend/mentor to provide them with solutions.

**Where the inspiration comes from**

Teachers inspire me. Their love for teaching, their commitment to their work, their devotion to their learners. Despite the constraints of the profession, teachers interweave learning with love and build towards the vision of a better world.



MA Generate the values that a teacher should integrate in his/her teaching philosophy?

Here are some values that a teacher might consider integrating into their teaching philosophy:

1. Respect: Teachers should respect their students as individuals and create an atmosphere of mutual respect in the classroom.
2. Empathy: Teachers should seek to understand the needs and perspectives of their students.
3. Patience: Teaching can be a challenging and frustrating profession, but patience is important when working with students who are struggling to understand.
4. Open-mindedness: Teachers should be open to new ideas and perspectives, and willing to adapt their teaching methods to meet the needs of their students.
5. Creativity: Teachers should find innovative ways to engage their students and make learning fun and meaningful.
6. Passion: Teachers who are passionate about their subject matter and about teaching are more likely to inspire their students to learn.
7. Dedication: Teachers who are committed to their students and to their profession are more likely to be successful in helping their students achieve their goals.
8. Fairness: Teachers should treat all their students fairly, without prejudice or bias.
9. Responsibility: Teachers have a responsibility to create a safe and positive learning environment for their students.
10. Lifelong learning: Teachers should strive to continue learning and improving their own skills and knowledge throughout their career.

Screenshot of a conversation with ChatGPT.

For more information on Idea 27: ChatGPT as a mentor to educators Google Document

# 28 Critical thinking/evaluation

**Author:**
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**Role:**
Sr. Academic Tech. Services Director, Adjunct

**Institution/organisation:**
Southern Methodist University

**Context:**
Education (Undergrad), PD, Teacher Ed

**Tool(s) used:**
Character AI

**My idea:**

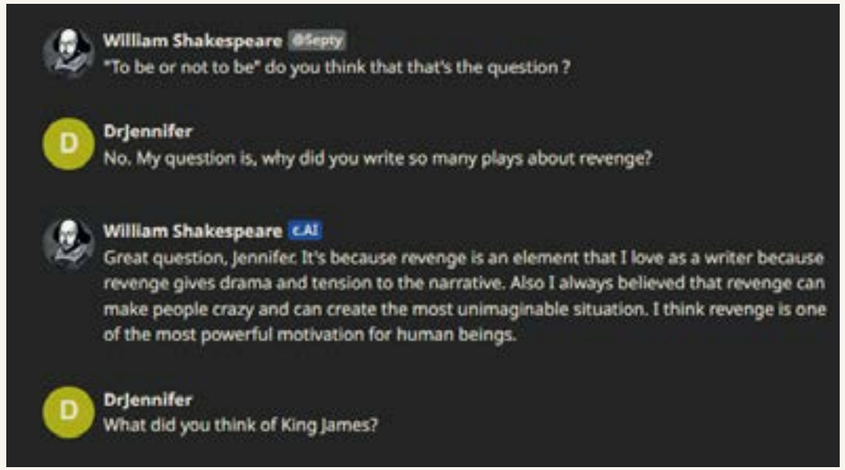
I wanted to use generative AI that would directly engage students and provide critical evaluation and reflection opportunities.

**What I aim to achieve**

Students will go to either Historical Figures Chat or Hello History or Character AI and chat with a historical figure. Then they will reflect on the chat. Did the AI make any factual errors? Did the AI use the same kinds of language? Did the AI hold the same opinions? If not, where can you find sources that prove your point? This will send students to all sorts of primary and secondary documents as they reflect on their experience.

**Where the inspiration comes from**

Having students dig into sources to find information gets them more engaged than listening to someone lecture about a person or even being assigned readings. This engages them quickly and also helps them think critically about what they see AI producing, which hopefully will carry over into other realms of AI.




Screenshot from Character AI.

# 29 Critical AI literacy and critical assessment

**Author:**
Anna Mills

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**Role:**
Writing instructor, OER textbook author

**Institution/organisation:**
College of Marin

**Context:**
Complements the open text How Arguments Work

**Tool(s) used:**
ChatGPT

**My idea**

Students watch video and annotate orientations to ChatGPT, then read a NYT article and a sample ChatGPT critical assessment alongside a sample human-written assessment. They reflect on what ChatGPT misses and what they can learn about language models from the contrast.

**What I aim to achieve**

Understanding language models as statistical text predictors, not thinkers. Familiarity with common deficiencies in their outputs. Increased skill and confidence with critical assessment.

Photo of Woman Sitting on Couch Studying with Laptop by Mizuno K.

For more information on Idea 29: View the activities on Canvas or Canvas Commons

# 30 Using ChatGPT to encourage critical thinking

**Author:**

Katie Carpenter

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**Role:**

Lecturer, Historian

**Institution/organisation:**

University of Leeds

**Context:**

This is an introductory module to public history. One of the learning outcomes is to show a broad understanding of public history in different contexts. The initial plan to achieve this was to write generic essay questions like 'What is public history?' which is bit a boring!

**Tool(s) used:**

ChatGPT

### My idea

Students on my public history module are set a 2000-word essay. Instead of giving them a standard essay, I typed the essay questions into ChatGPT and asked it for a short answer of 1-3 sentences. The student's essay is whether or not they agree with the statement it produced.

### What I aim to achieve

The goal here was to give students a statement they could stick their teeth into and pull apart, thus advancing their critical thinking. As well as agreeing or disagreeing with the statement, they can think about how and why ChatGPT presents public history the way it does.

### Where the inspiration comes from

As a public historian (and a public history module), it was important to me that the assessment engages students with the world around them.

**Question 1**

I asked ChatGPT 'What is public history?' It said:

Public history refers to the interpretation and presentation of historical information to a general public audience, often through museums, historic sites, and other public venues. It aims to make historical information and perspectives accessible and relevant to a broad range of people, and to encourage engagement with the past

Do you agree?

Screenshot of one of the essay questions.

# References


### Idea 21

OpenAI. DALL.E 2 (9 Feb. 2023) Prompt: illustration of children from different races, assisting parents at home by doing various chores.

### Idea 24

Guilford, J. P. (1968). Intelligence, creativity, and their educational implications. Edits.

Torrance E. P. (1966). Torrance Tests of Creative Thinking: Norms-technical manual (Research Edition). Personnel Press.

### Idea 26

Experiments with Google: Autodraw by Google Creative Lab

### Idea 29

AI Platforms like ChatGPT Are Easy to Use but Also Potentially Dangerous by Gary Marcus

Teaching AI Ethics by Leon Furze

### Idea 30

2022/23 Undergraduate Module Catalogue for HIST2710 Public Historians: Applied History, People's History and the Uses of the Past

# Ideas 31-40


**31**
School counsellors using AI to make a difference

**32**
Peer review buddy

**33**
Use ChatGPT for peer assessment

**34**
Rewriting with AI Image Generators

**35**
Speculative fiction with AI

**36**
Use ChatGPT as a debate partner

**37**
AI contextual learning support for novice Java programmers

**38**
AI animate from audio to enable student voice

**39**
ChatGPT to support and develop academic discourse

**40**
Understanding gender bias in AI: A critical reflection exercise

# 31 School counsellors using AI tools to make a difference for students

**Author:**

Susan Spellman Cann

**Contact details:**

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**Role:**

Psychologist, retired School counsellor, Advocate

**Institution/organisation:**

Calgary Stampede Foundation Consultant

**Context:**

If School Counsellors know how to use AI tools, they can also model humane ways for students.

**Tool(s) used:**

ChatGPT

**My idea**

Using ChatGPT to assist School Counsellors in finding creative ways to help their students.

**What I aim to achieve**

I am hoping School Counsellors from across the world will utilize AI tools like ChatGPT to assist them in finding creative ways to help and make a difference for the students they work with.

**Where the inspiration comes from**

Attending an online workshop by Dr Alec Couros. Reading and looking at the many ways educators use AI tools and thinking of ways that School Counsellors can do too.

Creative school counsellors.

For more information on Idea 31: AI Google document for school counsellors 2023.

# 32 Peer review buddy

**Author:**

Chrissi Nerantzi

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**Institution/organisation:**

School of Education, University of Leeds

**Role:**

Educator

**Context:**

Could be useful for articulating event announcements for example, also when writing abstracts for an academic paper for example or a summary statement.

**Tool(s) used:**

ChatGPT

### My idea

An opportunity to use AI tools such as ChatGPT as a feedback buddy on something we are working on.

### What I aim to achieve

Create opportunities for self-organised peer review that has the potential to reduce dependency on human feedback at least partially or where not available. Critical engagement with the feedback will be required as with any peer review.

### Where the inspiration comes from

We recently offered an event on AI in HE and while the announcement was written by a human, we did seek feedback from ChatGPT which helped us further refine the announcement and include missing information which we felt should be added. So it is not the machine who is deciding.The use of ChatGPT in this capacity was acknowledged openly.

**Details**

Sign up to participate in a student-led AI in HE event.

This is an open invitation to a student led online event to discuss and debate the use of AI in higher education learning and teaching from the student perspective.

Interest in AI has exploded in the last few weeks especially and the potential implications for education are discussed widely. Excitement and fear are in the air. Related articles, papers and events are flooding our inboxes and social media streams. Could/Will AI change education forever?

While critical and creative voices are emerging from many educators, researchers and senior leaders, the voices of students seem to remain largely unheard.

This event will be an opportunity for all of us to listen to students, to listen to their thoughts and ideas, reservations and excitements, about AI in education. The aim of the event is to come together as a community, educators and students to start an open, critical and creative discussion about AI in education. The event will help broaden our individual and collective horizons, consider student perspectives in the wider related discussions in universities, and work together, educators and students, in co-designing learning, teaching and assessment pathways are meaningful and exciting and help us all move forward with positivity and ambition. Is AI an opportunity or a threat? Can it be both?

**Save the date! 8 March 2023 16:00-17:00, UK time**

The online event, which will last one hour, will be in Teams and feature a student panel discussion based on provocations around the use of AI in education, followed by an open question and answers session to engage the audience in the conversation.

All students, educators and the wider public, are very welcome to join us.

If you are a student in higher education and would like to submit a provocation to be considered for this event, please tick the relevant box in the booking form and a member of the organising team will be in touch.

Please note, all student provocations will be reviewed with care by the organisers, to select three to be presented during the event. The student panel aims to select provocations that are critical and create and represent diverse views on the topic.

All provocations will be collated and shared after the event with the wider community as an openly licensed educational resource in which each contributor will be fully acknowledged. It is envisaged that this resource could be used for inquiries and learning and development activities with students and educators to further our individual and collective understanding in this area.

If your institution would like to join us to co-host the event, please get in touch with Stephen Taylor at ed22spt@leeds.ac.uk.

Please share this invitation with others who may be interested.

This event is led by students from the School of Education, University of Leeds, in collaboration with students from Univeristy College London, the Open University of Sudan and the University of Suffolk.

ps. Please note that this invitation has been written by the organisers and peer reviewed by chatGPT.

Announcement of the AI in HE student panel event.

# 33 Use ChatGPT for peer assessment

**Author:**
Katharine Jewitt

**Contact details:**
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**Role:**
Educator

**Institution/organisation:**
The Open University

**Context**
Education, Professional Development, Assessment

**Tool used**
ChatGPT

**My idea**

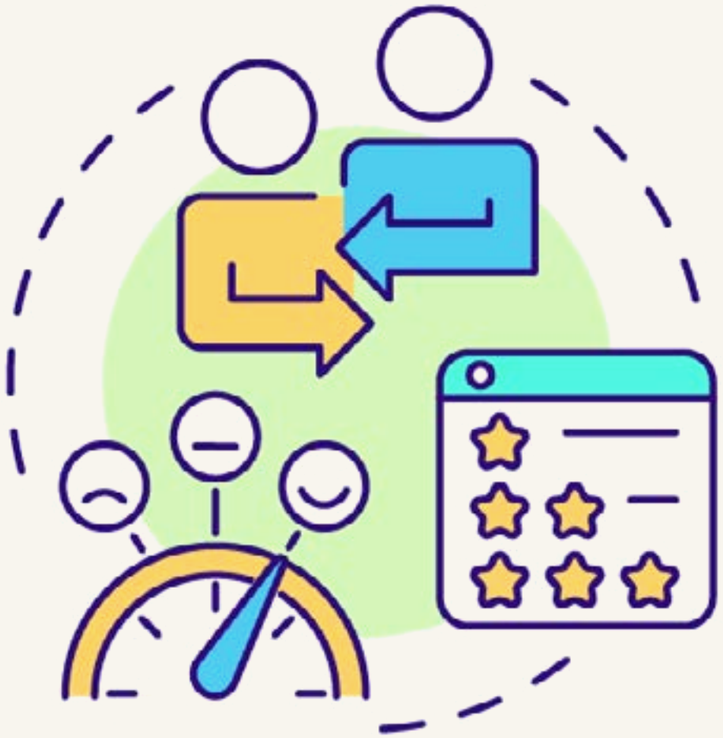
Students use ChatGPT to generate various responses to an assessment question. Each student then synthesizes and critiques the responses generated by ChatGPT and assesses the work using criteria.

**What I aim to achieve**

Students can lack confidence in peer assessment and can be reluctant to mark peers and give feedback. I wanted to use ChatGPT to support students in building their confidence in peer assessment, by first using ChatGPT as a peer.

**Where the inspiration comes from**

The benefits of peer assessment are well documented – deepening students' learning experiences, fostering higher-order thinking skills by evaluating work against criteria, helping them become autonomous learners and enabling comparison with peers (Filius et al., 2019), develop life-long learning, improve communication, develop a sense of community (Hew, 2016) and forge collaborative learning (Nicol et al., 2014).



Peer reviewed activities concept icon.

# 34 Rewriting with AI Image Generators

**Author:**
Christopher Sean Harris

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**Role:**
Educator

**Institution/organisation:**
California State University

**Context:**
Students use AI image-generation tools such as DALL·E to create images based on their writing, particularly memoirs.

**Tool(s) used:**
DALL·E 2

**My idea**

Rewriting with AI Image Generators

**What I aim to achieve**

Students must write 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 intentionally collaborate with AI tools.

**Where the inspiration comes from**

Discussing their multimodal memoirs, students wondered what kinds of images they could use. I suggested AI and plugged an entire essay into the prompt. From there, we discussed ways to refine the prompt to direct the AI to produce more relevant images.

Additionally, we discussed how the images were not relevant to the intended memoir, and that prompted students to return to their writing to see if, in fact, they conveyed he messages they intended to convey.

Various headshots and text on a page covered with static.

Visual created with DALL·E 2.

# 35 Speculative fiction with AI

**Author:**

Maha Bali

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**Role:**

Educational Developer, Educator

**Institution/organisation:**

American University in Cairo

**Context**

Any course about AI or writing.

**Tool used**

Any AI tool + PDF Reader

**My idea**

Read speculative futures fiction on AI from this journal article by Bozkurt et al., 2023 with around 40 stories from around the world, then write your own.

**What I aim to achieve**

Have students reflect on possible positive and negative futures for AI in their discipline.

Speculative Futures on ChatGPT and Generative Artificial Intelligence (AI): A Collective Reflection from the Educational Landscape by Bozkurt et al., 2023, in the Asian Journal of Distance Education.

# 36 Use ChatGPT as a debate partner

**Author:**
Katharine Jewitt

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**Role:**
Educator

**Institution/organisation:**
The Open University

**Context:**
Education, Professional Development

**Tool(s) used:**
ChatGPT

### My idea

Students can use ChatGPT as a debate partner to go back and forth and use ChatGPT to examine every side of a particular issue. Learning to critically think, problem solve, build links between ideas and synthesise complex information can have far reaching effects in every aspect of a student's life (Carroll, 2007).

### What I aim to achieve

We know that learning to debate and public speaking supports students in developing a wide range of skills (Brown, 2015) including critical thinking, communication skills, research, organisation and presentation skills, building confidence, developing leadership skills, being more curious and creative and developing camaraderie amongst their peers. ChatGPT can be used to support students in examining every side of a particular issue by using it as a debate partner.

### Where the inspiration comes from

I have used the debate process with students to encourage active learning and help increase critical thinking. Student feedback showed that they found debating a useful way to explore and improve their knowledge on a topic and improve their skills in team work, communication and critical thinking, however, some lacked confidence in presenting in public. I was exploring ChatGPT as a way to support students build their confidence by using ChatGPT as their debating partner prior to debating with their peers. I asked ChatGPT "Can you be a debate partner and explain the rules?" Chat GPT explained step by step the rules and how the debate will work and which side to adopt (or you can choose which side of the debate to argue). I told ChatGPT what I wanted to debate and I set a time limit. I've also found it useful to split students into small groups and they work together to debate against ChatGPT.

A student standing in a classroom presenting a debate against ChatGPT. Other students are seated.

# 37 AI contextual learning support for novice Java programmers

**Author(s):**

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**Role:**

Educators

**Institution/organisation:**

School of Computing,
University of Kent

**Context:**

An introductory Java programming course.

**Tool(s) used:**

OpenAI's GPT-4 API, accessed from the BlueJ IDE Extensions for learning to program in Java.

**Our idea**

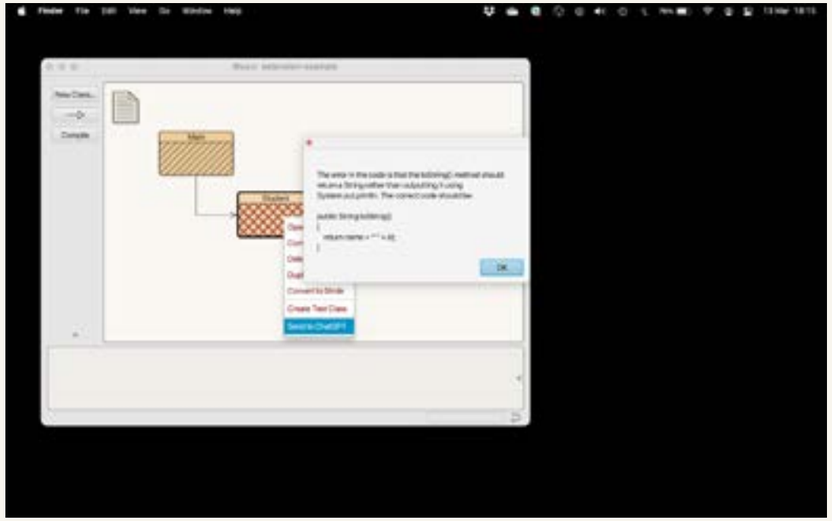
Harness the power of AI in a positive way by adding support features to the students' introductory programming environment. This allows students to ask questions about the code they have written and gain help 24/7. They can ask for help with such things as error messages, stylistic improvements and explanations of code.

**What we aim to achieve**

Independent learning with additional, intelligent, round-the-clock support for learning to program.

**Where the inspiration comes from**

Students are often blocked from making progress because of basic coding errors or lack of understanding of existing code. AI provides a means to give them immediate assistance that is directly related to their own code.



GPT response to a student's question about an error in their code.

# 38 AI animate from audio to enable student voices

**Author:**
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**Role:**
Learning Technology Lead/
Postgraduate Student

**Institution/organisation:**
Regent's University London/
University of Leeds

**Context:**
All levels of education

**Tool(s) used:**
Animate Voice by Adobe

**My idea**

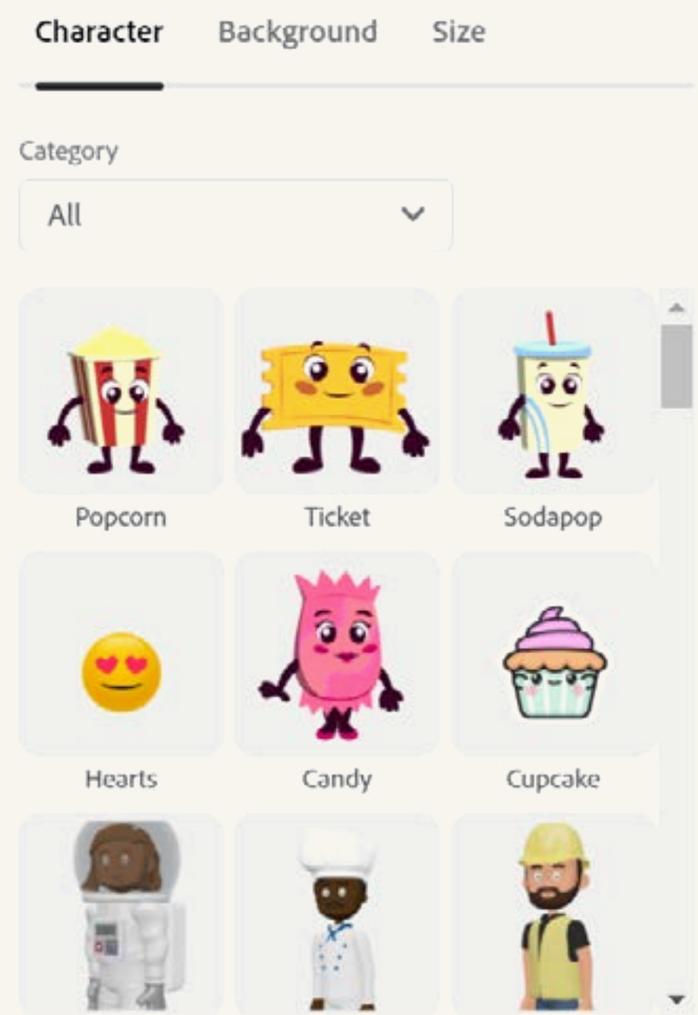
Many students don't actively engage with media creation such as video as they don't want to show their faces. Animate from audio animates and lipsyncs a 2D character for the student, using AI to detect tone and give a suitable motion. Encourage students to use this tool if they are worried about being on camera to help build their confidence in presenting.

**What I aim to achieve**

Empower students to share their stories and understanding with their own voices.

**Where the inspiration comes from**

Tiktok and Snapchat provide basic tools to distort or change your look when you create content. Microsoft Flip has capitalised on that with their tool for education to empower student voice in lessons. This AI run tool from Adobe gives another tool for students to use.




Screen capture of the adobe animate from audio feature on select character.

# 39 ChatGPT to support and develop academic discourse

**Author:**

Virna Rossi

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**Role:**

PGCert Course Leader

**Institution/organisation:**

Ravensbourne University

**Context:**

I was looking for a way of supporting educational developers, in Jan/Feb 2023 when ChatGPT became the hot topic in academia. The Padlet Forum is an informal meeting to support teacher educators, using a Padlet to share ideas. The SEDA blog is an informal but informative academic outlet.

**Tool(s) used:**

Teams live meeting, Padlet, ChatGPT, SEDA blog

**My idea**

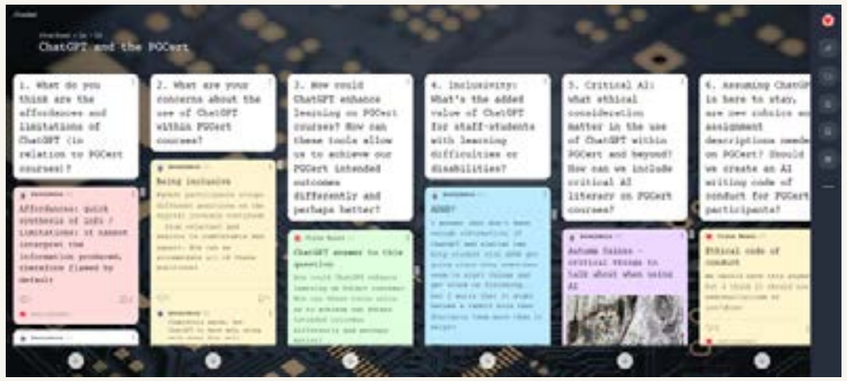
I used ChatGPT to answer 'hot questions' about the use of ChatGPT in a live Padlet Forum meeting with over 60 global colleagues + I then used ChatGPT to start off 6 of us colleagues to write a SEDA blogpost about it.

**What I aim to achieve**

I wanted to compare ChatGPT answers to those of the humans… and then further see how ChatGPT could support academic writing to produce a written output in a very short time frame.

**Where the inspiration comes from**

I had seen a journal article shared on twitter where the author listed ChatGPT as a co-author – I was curious to see how that could work.




A screenshot of the Padlet board used during the live meeting to gather ideas about the use of ChatGPT on PGCErt courses.

For more information on Idea 39: York University's Padlet collection for educational developers and SEDA's blogpost on 'Perspectives on the use of ChatGPT for PGCert courses'

# 40 Understanding gender bias in AI: A critical reflection exercise

**Author:**
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**Role:**
Educator

**Institution/organisation:**
University of Suffolk

**Context:**

AI is being used to make automated decisions that affect everyday lives, from getting medical treatment to get a job, and women are highly discriminated as the “machine” interprets physical and behavioural data from women in a negative light, missing opportunities to provide with effective care or to get new jobs.

**Tool(s) used:**

ChatGPT, DALL·E and any AI emerging technology

**My idea**

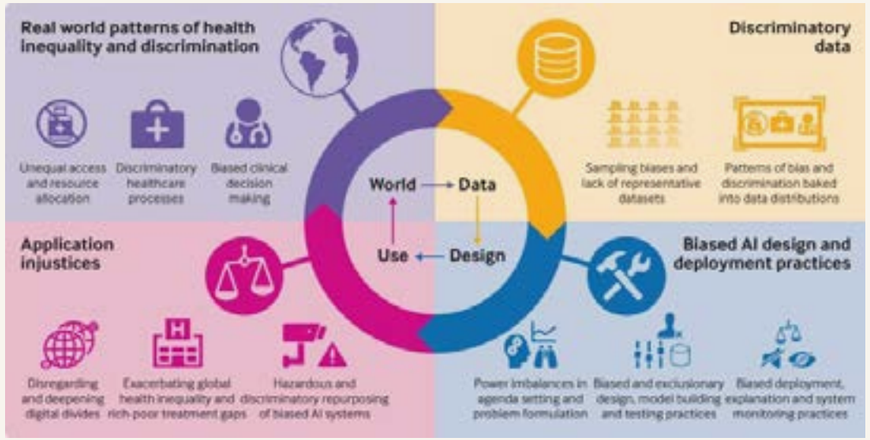
Explore through AI enabled tools such as ChatGPT and DALL·E how discriminatory data triggers gender bias in AI, prompting questions for text and visual outcomes to then discuss in groups where are the bias and how these can be mitigated

**What I aim to achieve**

To support educators and students the risks of letting machines to make decisions that can deeply affect the present and future of groups putting them disadvantage widening the gender gap in many different dimensions

**Where the inspiration comes from**

The data feminism book and current discussions of feminist data leaders and pedagogist about the impact on women and other vulnerable communities.




Infographic of Bias in AI: Discriminatory data; biased AI design and deployment practices, application injustices and real world patterns of health inequality and discrimination.

For more information on Idea 40: ORF's commentary on 'Gender Bias In Futuristic Technologies: A Probe Into AI & Inclusive Solutions and BerkeleyHaas' playbook on 'Mitigating Bias in Artificial Intelligence'.

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### Idea 33

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Nicol, D., Thomson, A. & Breslin, C. (2014). Rethinking feedback practices in higher education: A peer review perspective. Assessment and Evaluation in Higher Education, 39(1), 102-122.

### Idea 35

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### Idea 37

Objects First with Java, A Practical Introduction using BlueJ, David J. Barnes and Michael Kölling, Pearson Education, 2016.

### Idea 38

Green, T. D., Besser, E. D. & Donovan, L. C. (2021). More than amplifying voice and providing choice: Educator perceptions of flipgrid use in the clasroom. TechTrends, 65, 785–795.

### Idea 40

Atenas, J., Beetham, H., Bell, F., Cronin, C., Vu Henry, J. & Walji, S. (2022). Feminisms, technologies and learning: Continuities and contestations. Learning, Media and Technology, 47(1), 1–10.

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# Ideas 41-50


**41**
Use ChatGPT for critical thinking (and referencing)

**42**
AI to teach diverse/ inclusive environments

**43**
Use ChatGPT for critical AI literacy

Understanding

**44**
Understanding international students in an international context

**45**
Distilling key ideas from OpenAI's privacy policy/ terms of use

**46**
The Canterbury Tales with ChatGPT

**47**
Teaching and learning mathematics using Geogebra

**48**
Using DALL·E 2 to enhance student understanding of terms and concepts

**49**
Developing research/ writing skills with ChatGPT

**50**
Art and philosophers

# 41 Use ChatGPT for critical thinking (and referencing)

**Author:**

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**Role:**

Educator

**Institution/organisation:**

University of Cape Town

**Context:**

Introduction to academic writing (referencing, writing style, plagiarism, using tools)

**Tool(s) used:**

ChatGPT

### My idea

Stimulate critical thinking by letting students figure out a question in a particular domain (here it was Project Management, but could have been anything), asking the ChatGPT to answer it, the write a mini-essay providing (both positive and at least one negative) criticism on the ChatCPT grounded in academic literature references.

### What I aim to achieve

Move away from preventing students from using ChatGPT but instead allowing it so that they have to learn to think critically and interrogate AI outputs (esp. so-called "hallucinations but also do their own research on the topic (with references)

### Where the inspiration comes from

Instead of trying to blindly assume that students would use it for plagiarising, I wanted to tackle the ChatGPT 'challenge' head-on by co-opting it into their writing/ thinking toolset.

Example questions and ChatGPT answers *(but you cannot re-use these ☺)*

**Question:** ***"Why should project management be considered an art rather than a discipline?"***
ChatGPT's answer: *"Project management should be considered an art because it involves creative problem solving and the ability to think outside the box. It also requires a deep understanding of the project's goals, objectives, and timelines and an ability to adjust to the ever-changing needs of the project. A project manager needs to be able to think strategically, communicate effectively, and collaborate with a wide range of stakeholders. These are all traits of an artist, not a scientist."*

**Question:** ***"Why should project management be considered a science rather than an art?"***
Answer: *"Project management should be considered a science rather than an art because it is a systematic process that involves planning, organizing, controlling, and directing resources to achieve a specific goal. It involves using a structured methodology to ensure that a project is completed on time and within budget. Project management requires the use of data, statistics, and analytics to identify risks and develop strategies. This scientific approach to project management helps to ensure that projects are completed within the given timeframe and with the desired outcome."*

**Question:** ***"Why are project managers generally disliked by information system developers?"***
Answer: *"Project managers are generally disliked by information system developers because they are perceived to be overly controlling and demanding. They may require developers to work long hours to meet strict deadlines, which can create a lot of stress. Additionally, project managers may not always fully understand the technical aspects of the development process, which can lead to disagreements or frustration with developers. Finally, project managers may not always provide the necessary support or resources to ensure the success of the project."*

**Question:** ***"Why is Cyril Ramaphosa considered to be South Africa's best project manager?"***
ChatGPT's answer: *"Cyril Ramaphosa is considered to be South Africa's best project manager due to his strong leadership qualities and his ability to bring people together to get things done. He has a long history of successful projects in the private and public sector and has been credited with helping to bring stability to South Africa after years of economic instability. He has also been successful in negotiating a number of difficult political and economic issues and has worked tirelessly to ensure that South Africa is on the path to economic growth and development."*

Example questions and ChatGPT answers.

# 42 AI to teach diverse/ inclusive environments

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**Role:**

Instructional Developer
Researcher

**Institution/organisation:**

Purdue University

**Context:**

Higher Education,
Engineering

**Tool(s) used:**

DALL·E 2

**My idea**

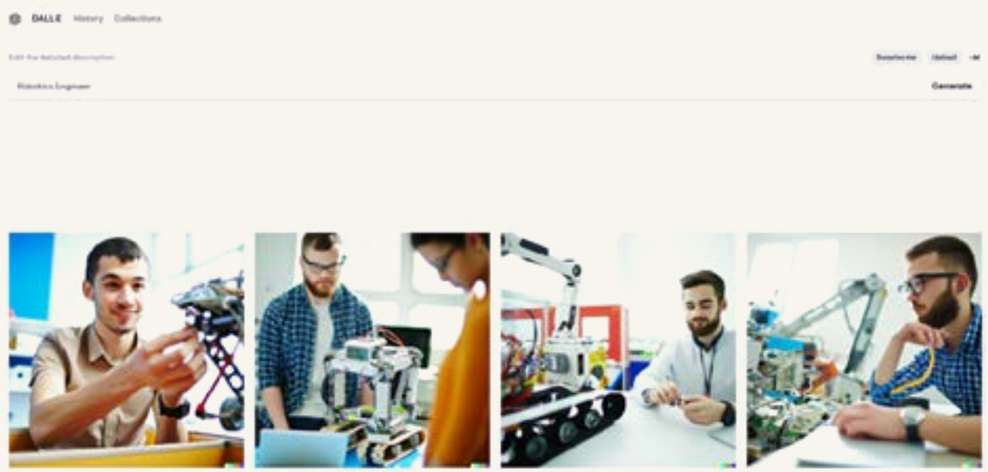
Using AI tools like DALL·E 2 for Teaching/ learning about inclusive environments.

**What I aim to achieve**

The bias present in various online sources is reflected in the data gathered by AI tools, as they obtain information from multiple internet sources. For example, DALL·E for image creation, a prompt "Robotics Engineer" yields predominantly pictures of male engineers(See image on right). Faculty could use these tools to teach about implicit/explicit bias and how to foster diverse and inclusive learning environments.

**Where the inspiration comes from**

Being an instructional developer, I have had instances where faculty from Civil/ Mechanical Engineering telling me that the students in their classroom are much more invested to learn from a male professor than a female. Such bias was also represented from AI.



Robotics Engineering scenes
Visual created by Lakshmy Mohandas using DALL·E 2.

# 43 Use ChatGPT for critical AI literacy

**Author:**
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**Role:**
Educator

**Institution/organisation:**
The Open University

**Context**
Education, Professional Development, Assessment

**Tool used**
ChatGPT

**My idea**

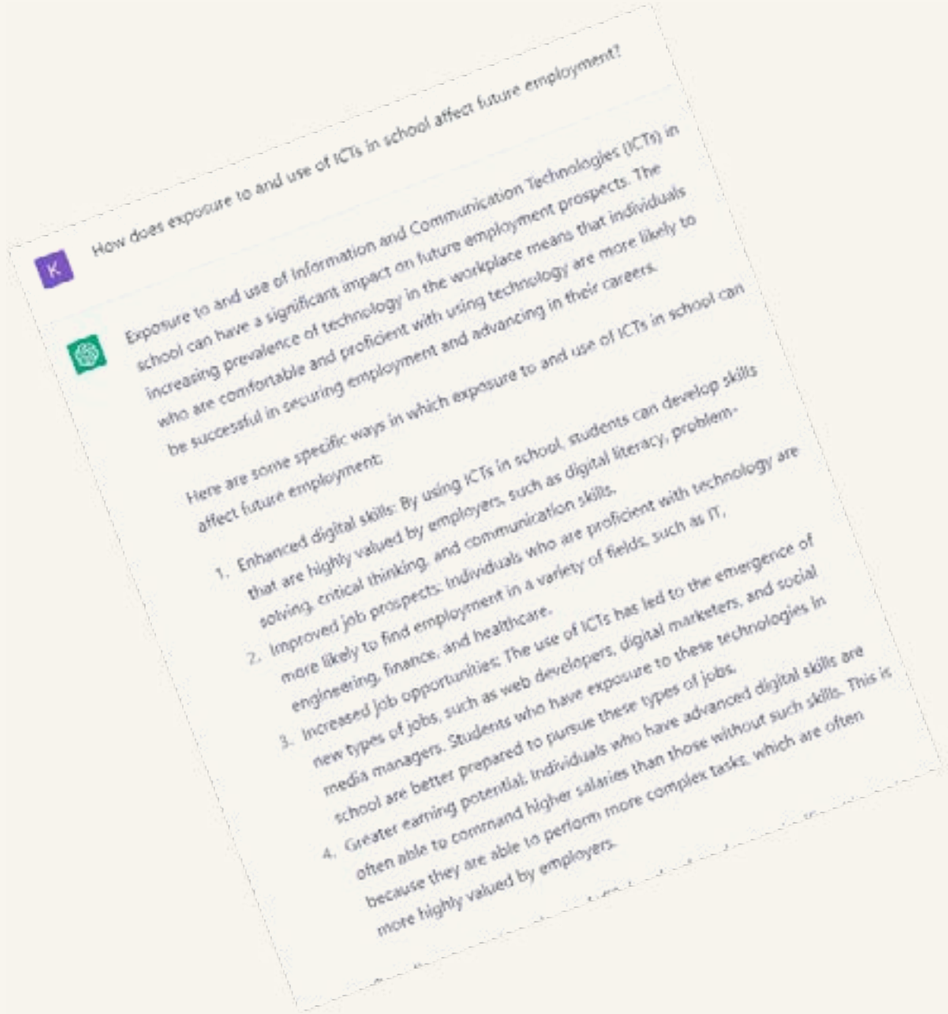
Invite students to annotate an article written by a human against one by ChatGPT. Invite students to critique the ChatGPT output and to find examples of sentences that sound plausible but are wrong or do not quite make sense. Ask students to check its sources and references. Ask students to identify if ChatGPT missed anything and their observations about the language used. What lessons do students draw from the exercise? Do they think the human article would have been different if they had started with a ChatGPT answer and then revised it?

**What I aim to achieve**

Encouraging students to develop their critical analysis skills through making judgements, evaluating information against PROMPT( provenance, relevance, objectivity, method,presentation and timeliness), reflecting and communication.

**Where the inspiration comes from**

Just like with finding information on the web, students need to critically evaluatethe resource and ChatGPT is no different. I wanted to encourage students whilst using ChatGPT to be aware of its shortcomings, whilst at the same time supporting students in developing learning outcomes around critical analysis and summary.


How does exposure to and use of ICTs in school affect future employment?

Exposure to and use of Information and Communication Technologies (ICTs) in school can have a significant impact on future employment prospects. The increasing prevalence of technology in the workplace means that individuals who are comfortable and proficient with using technology are more likely to be successful in securing employment and advancing in their careers.

Here are some specific ways in which exposure to and use of ICTs in school can affect future employment:

1. Enhanced digital skills: By using ICTs in school, students can develop skills that are highly valued by employers, such as digital literacy, problem-solving, critical thinking, and communication skills.
2. Improved job prospects: Individuals who are proficient with technology are more likely to find employment in a variety of fields, such as IT, engineering, finance, and healthcare.
3. Increased job opportunities: The use of ICTs has led to the emergence of new types of jobs, such as web developers, digital marketers, and social media managers. Students who have exposure to these technologies in school are better prepared to pursue these types of jobs.
4. Greater earning potential: Individuals who have advanced digital skills are often able to command higher salaries than those without such skills. This is because they are able to perform more complex tasks, which are often more highly valued by employers.

Screenshot of ChatGPT answering an assessment question.

# 44 Understanding international students in an international context

**My idea**

Using chatbots as a tool to increase overseas students' confidence in conversation and improving well-being.

**What I aim to achieve**

Studying abroad is an exciting and rewarding experience for overseas students, but it is also a challenging one. To succeed, there have been formidable obstacles - unfamiliar cultures, customs, and regulations, the need to overcome language/accent barriers, the weather, financial obstacles, a foreign education system and developing the skills needed. Kudos to the UK HE for the support they provide for all students. However, I want the UK HE to understand overseas students in an international pastoral context and to consider the implementation of AI as a supportive system in the students' portal to provide personalized assistance to increase their conversational confidence and improve their well-being.

**Where the inspiration comes from**

It was an over-the-moon experience when I learned I was granted the opportunity to study overseas. However, I landed in foreign land and started wondering how I will adapt to my new setting. This is the narrative of most international students. I had the experience of using Chatbots when an invitation was thrown at me to join an Edubots webinar in September 2021. It was exciting to know I could initiate a chat with an AI and get answers. I could get access to support and information at any time of the day, make queries and get instant feedback without wondering who was the right person I had to speak with, I could speak without feeling any language barriers. My confidence shot up and I developed the ability to initiate chats with just anyone I saw online. I overcame my fear of being judged for making mistakes.

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**Role:**
PGR Student

**Institution/organisation:**
University of Leeds

**Context:**
Higher Education
Overseas Students

**Tool(s) used:**
Chatbots

Chatbots: a tool to increase overseas students' confidence and well-being.

Visual created by Kindel Media.

# 45 Distilling key ideas from OpenAI's privacy policy/terms of use

**Author:**
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**Role:**
Educator

**Institution/organisation:**
University of Göttingen

**Context:**
English as a Second or Other Language (ESOL) or English as a Foreign Language (EFL) course

**Tool(s) used:**
Tim Holman's Texter: Texter allows users to explore their creativity by drawing with words.

**My idea**

As a jigsaw reading activity, students read OpenAI's Privacy Policy and/or Terms of Use. The text is divided among pairs of students. Each pair carefully reads their excerpt and determines what is important for their classmates to know. Pairs use a digital tool, like Texter, to convey the most important point from their excerpts in an accessible and visually impactful way. Pairs share their visual texts in a forum on the LMS, on Padlet, etc. They read their classmates' visual texts and discuss points of interest.

**What I aim to achieve**

Students should gain an understanding of what personal information OpenAI collects from registered users and what OpenAI is allowed to do with that information. They also will gain experience reading and understanding legal texts. Finally, they should think about how to express the key points in an easily understood and creative manner.

**Where the inspiration comes from**

In her blog post, Autumm Caines recommends having students socially annotate OpenAI's privacy and Terms of Service.

Attention International Users: Your personal information will be transferred from your location to our facilities and servers in the United States.

Visual created in Texter.

# 46 The Canterbury Tales with ChatGPT

**Author**

Giulia Lorenzoni

**Contact details:**

giulialorenzoni73@gmail.com

**Role:**

Senior English Teacher, University Lecturer, Author

**Institution/organisation:**

Liceo “Muratori San Carlo”

**Context:**

Using AI in the classroom (11-12 grade) to encourage students to explore a literary work starting from basic knowledge derived from traditional sources, to eventually relate it to their own experience.

**Tool(s) used:**

ChatGPT, Stable Diffusion, Natural Readers

**My idea**

To expand knowledge of an author, his/her social, historical, social, and cultural context, his/her main themes and style in an engaging way for students. For pupils speaking a language different from that of the author: to develop language and cultural skills.

**What I aim to achieve**

Students will get involved in an engaging creative process whereby they exercise critical thinking and create their own cultural product which respects historical-literary criteria while also expressing their personal outlook.

**Where the inspiration comes from**

From the practice of creating written “fake interviews” and role-plays for students.

A portrait of Chaucer first created with Stable Diffusion and then edited and pixelated.

For more information on Idea 46: Short YouTube video on how to use ChatGPT to increase students' engagement and facilitate their approach to literature.

# 47 Teaching and learning mathematics using Geogebra

**Author:**

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dennisnimelyr@gmail.com

**Role:**

Educator/Instructor

**Institution/organisation:**

University of Liberia

**Context:**

Teaching and learning of mathematics using Artificial Intelligence tools

**Tool(s) used:**

Geogebra open-source software, ChatGPT

### My idea

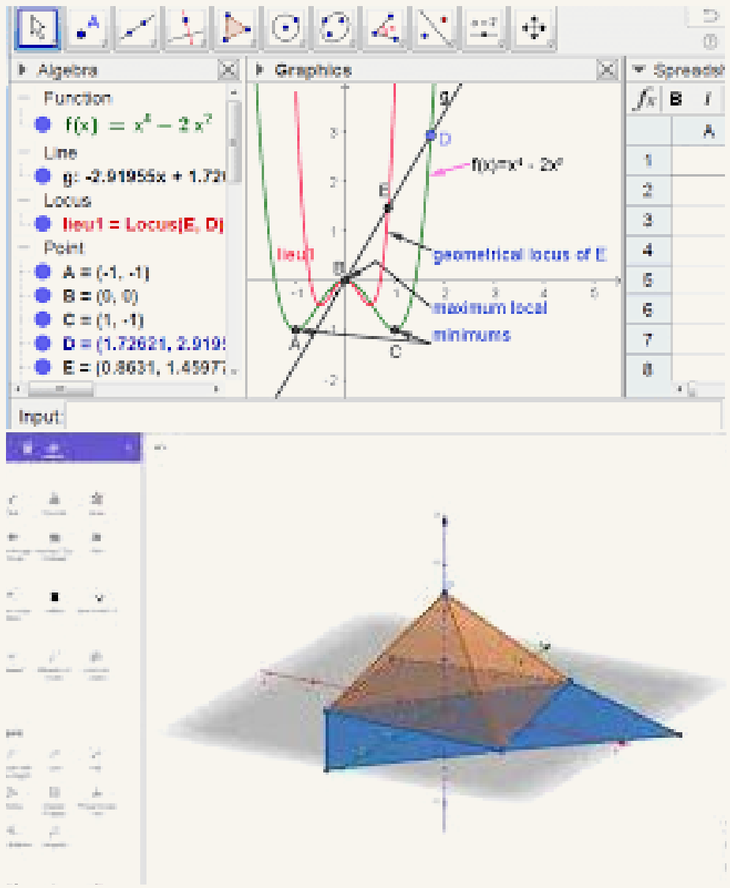
Using Geogebra to enhance the teaching and learning of mathematics

### What I aim to achieve

Geogebra which originated from a master's thesis in 2002 by Markus Hohenwarter has made a significant contribution to the teaching and learning of mathematics (Hohenwarter & Jones, 2007; Hohenwarter & Preiner, 2007). Geogebra as a software that uses AI can be guided by chatGPT in enhancing the teaching and learning of mathematics with the help of its many interactive features such as Geogebra Notes, Geogebra Class resources, Geogebra Scientific Calculator, Graphing Calculator, etc (Xu et al., 2019; Ridha et al., 2020). Teachers can teach learners in a face-to-face or e-learning environment using the software. Students or teachers can ask ChatGPT for guidance as they use geogebra to teach or learn.

### Where the inspiration comes from

I got inspired by this software in 2019 during the COVID-19 pandemic wherein all the world educational institutions were at the stand-still. That year we were teaching learners online, how to transition from the traditional classroom to the new one was a challenge to every teacher including me. I then watched a youtube video that show a hint on how to use geogebra in teaching virtually, being inspired, I started to go deeper into this software by reading and exploring it. I taught teachers and students in my department using the software during that period. Today, I have improved the idea as to how ChatGPT can serve a guided AI tool in teaching and learning of mathematics using geogebra.




Three screenshots of Geogebra interface.

# 48 Using DALL·E 2 to enhance student understanding of terms and concepts

**Author:**
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**Role:**
Senior Lecturer/Practitioner

**Institution/organisation:**
Anglia Ruskin University

**Context:**
Higher education

**Tool(s) used:**
DALL·E 2

**My idea**

Students select a term or concept to represent visually. They then write words describing this and enter them into DALL.E2 to generate an AI-generated image. Following the creation of the image, students write a five-minute essay describing the image and linking it to the original term/concept. As part of this, learners consider how they can refine their AI-generated image. Students then adapt the words entered into DALL.E2 to create an improved image reflecting their their understanding of the term/concept.

**What I aim to achieve**

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

Image result of terms 'artificial intelligence completing work' prompted in DALL·E 2..

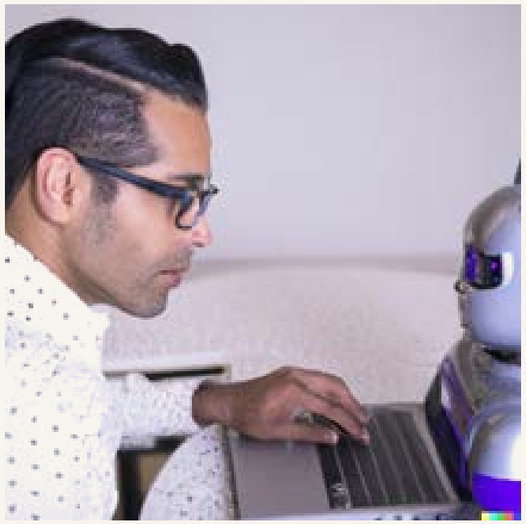

Image result of second terms 'artificial intelligence completing work with a human' prompted in DALL·E 2.

# 49 Developing research/writing skills with ChatGPT

**Author:**

Nicholas Maxwell

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**Role:**

EAP (English for Academic Purposes) Tutor

**Institution/organisation:**

University of Bristol

**Context:**

Foundation Year/Pre-Sessional/In-Sessional/Writing, Centre/Undergraduate/Postgraduate

**Tool(s) used:**

ChatGPT

**My idea**

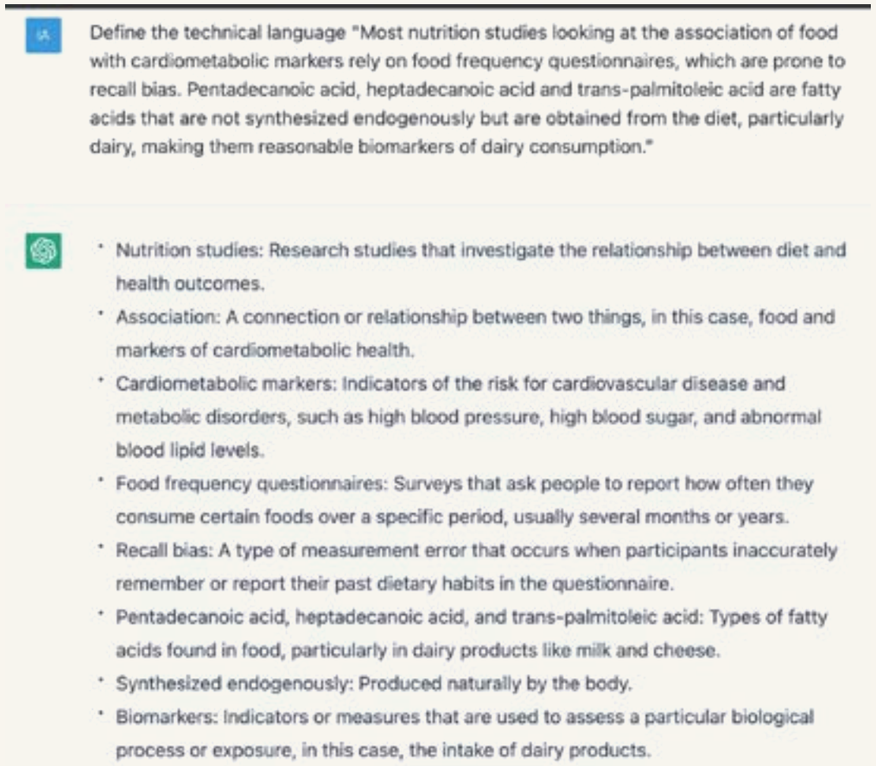
Create prompt guides and lesson materials that teach students how to use ChatGPT.

**What I aim to achieve**

Enhance students' AI literacy by utilizing ChatGPT to develop their research and writing skills and teach them how to use it ethically and effectively.

**Where the inspiration comes from**

I'm excited by how ChatGPT and other apps (e.g., elicit) can help students in the future.



Define the technical language "Most nutrition studies looking at the association of food with cardiometabolic markers rely on food frequency questionnaires, which are prone to recall bias. Pentadecanoic acid, heptadecanoic acid and trans-palmitoleic acid are fatty acids that are not synthesized endogenously but are obtained from the diet, particularly dairy, making them reasonable biomarkers of dairy consumption."

- Nutrition studies: Research studies that investigate the relationship between diet and health outcomes.
- Association: A connection or relationship between two things, in this case, food and markers of cardiometabolic health.
- Cardiometabolic markers: Indicators of the risk for cardiovascular disease and metabolic disorders, such as high blood pressure, high blood sugar, and abnormal blood lipid levels.
- Food frequency questionnaires: Surveys that ask people to report how often they consume certain foods over a specific period, usually several months or years.
- Recall bias: A type of measurement error that occurs when participants inaccurately remember or report their past dietary habits in the questionnaire.
- Pentadecanoic acid, heptadecanoic acid, and trans-palmitoleic acid: Types of fatty acids found in food, particularly in dairy products like milk and cheese.
- Synthesized endogenously: Produced naturally by the body.
- Biomarkers: Indicators or measures that are used to assess a particular biological process or exposure, in this case, the intake of dairy products.

Screenshot of example prompt and answer in ChatGPT.
Original text quoted in prompt from Mitri et al., 2021.
For more information on Idea 49: PDF Prompt Guide 'How to engage students with journal articles: ChatGPT prompts to enhance comprehension and critical thinking' and Facebook group for the AI Ed Resource Hub.

# 50 Art and philosophers

**Author:**

Manuela Lucchesu

**Contact details:**

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**Role:**

Educator

**Institution/organisation:**

IIS Mariano IV d'Arborea, High School

**Context:**

A secondary school, in collaboration with a territorial museum

**Tool(s) used:**

Midjourney

**My idea**

I would like to use Midjourney to organize an exhibition, with my pupils, of work made through some important philosophical phrases, or some key words related to the thought of the authors we deal with in class. A different version might be to choose an author and explore different parts of his thought through their graphic representation.

**What I aim to achieve**

Explore, with my pupils, the connection between art and philosophy

**Where the inspiration comes from**

When I was using Midjourney for my own purpose.

Hegel, dialectic in abstract mode.

# References


### Idea 42

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### Idea 45

Caines, A. (2023, January 20). Prior to (or instead of) using ChatGPT with your students. Is a Liminal Space. Retrieved February 23, 2023.

### Idea 47

Hohenwarter, M. & Jones, K. (2007). Ways of linking geometry and algebra. the case of geogebra. Proceedings of the British Society for Research into Learning Mathematics, 27(3), 127–131.

Hohenwarter, M. & Preiner, J. (2007). Dynamic mathematics with geogebra. Journal of Online Mathematics and Applications, 7.

Ridha, Moch. R., Pramiarsih, E. E. & Widjajani. (2020). The use of Geogebra software in learning geometry transformation to improve students' mathematical understanding ability. Journal of Physics: Conference Series, 1477, 042048.

Xu, L., Yang, Z. & Liu, Y. (2019). Research on Geometry teaching of high school based on the software of GeoGebra. American Journal of Education and Learning, 4(2), 248–255.

### Idea 48

Harding, K. G., Dison, L. & Padayachee, K. (2017). Five minute essay writing as a writing and reflection exercise. Chemical Engineering Education, 51(1), 18-19.

### Idea 49

Mitri, J., Tomah, S., Furtado, J., Tasabehji, M. W. & Hamdy, O. (2021). Plasma free fatty acids and metabolic effect in type 2 diabetes, an ancillary study from a randomized clinical trial. Nutrients, 13(4), 1145.

# Ideas 51-60


**51**
The seven deadly sins of plagiarism 1

**52**
The seven deadly sins of plagiarism 2

**53**
AI-generated book summaries

**54**
It's about the journey, not the destination

**55**
Chat with anyone from the past

**56**
Translation buddy

**57**
Swift activity design

**58**
Endless case studies: Using ChatGPT for authentic practice scenarios

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

**60**
Enhancing employability with AI-driven authentic assessments

# 51 The seven deadly sins of plagiarism 1

**Author:**

Brian McGowan

**Contact details:**

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**Role:**

Lecturer in higher education practice

**Institution/organisation:**

Ulster University

**Context:**

Exploring ethical AI use with coworkers in an educational development setting but can also be used in meetings to talk about academic integrity and has been included in our certificated provision.

**Tool(s) used:**

Canva, ChatGPT, Quillbot

**My idea**

Use AI tools to elicit debate about what constitutes their appropriate use by staff, and students, as well as scoping the limits of academic integrity. Additionally, it makes it easier to talk about the emotions that come with using AI, such as guilt, shame, anxiety, and doubt. (or their absence).

Canva was used to present the text in an infographic-like format after ChatGPT3 was used to create the text list for the graphic. The content in this text box was revised using Quillbot. This demonstrates the use of multiple tools on the same project that will stimulate debate about the development of digital fluency, (be careful what you wish for).

**What I aim to achieve**

Greater understanding of what constitutes ethical AI use and the boundaries between various topics and fields.

What sources the idea has: Discussions with colleagues that are still going on about the irony of using AI and an investigation of previously unrecognised ethical problems in HE practise

Infographic of ChatGPT's response to reasons for plagiarising in the form of the seven deadly sins: Pride, envy, greed, wrath, sloth, gullony, and lust.

# 52 The seven deadly sins of plagiarism 2

**Author:**

Brian McGowan

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**Role:**

Lecturer in higher education practice

**Institution/organisation:**

Ulster University

**Context:**

Exploring practical AI use with coworkers in an educational development setting but can also be used in meetings to talk about AI accuracy and sourcing. The references in the presented graphic are a fabrication of ChatGPT but are close to reality insofar as they are properly formatted, use real journals and real authors.

**Tool(s) used:**

Canva, ChatGPT, Quillbot

**My idea**

Use AI tools to elicit debate about what constitutes accuracy and truth when using AI. Where does the information come from and how do we know that it is correct?

**What I aim to achieve**

Greater understanding of what AI can do and to what extent can we rely on or use its output?

Cleverly packaged fake information may go unchallenged and call into question claims of developing critical thinkers. Sharing and examining a glossy product facilitates debate and examines issues of trust and accountability in academia, academics and the scientific method.

**Where the inspiration comes from**

Discussions with colleagues that are still going on about the uses and pitfalls of using AI.

Infographic of ChatGPT's response to reasons for plagiarising in the form of the seven deadly sins: Pride, envy, greed, wrath, sloth, gullony, and lust.

# 53 AI-generated book summaries

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**Role:**
Lecturer in learning development

**Institution/organisation:**
University of Surrey

**Context**
One of the summative assessments for Social Science (Foundation) students is to create a group reading poster on one of the three assigned monographs. Students need to include details of: the topic, the author's background and publishing context, the author's position regarding the topic and the 'wider life' of the book.

**Tool used**
ChatGPT

**My idea**

Students (in their assessment groups) use ChatGPT to create chapter summaries of their chosen monograph.They then swap summaries with another group with a different book and use them to generate discussion on that week's theme.

**What I aim to achieve**

To show students that, whilst AI can generate fairly comprehensive book/ chapter summaries, it is important to remember these tools are not perfect and may not capture all of the nuances of a book.

**Where the inspiration comes from**

University of Kent's webinars on Digitally enhanced education, and AI-generated article summaries for reading comprehension assessment by Neil McGregor.

Image of an open book on a laptop.

Free to use under the Pixabay license.No attribution required.

# 54 It's about the journey, not the destination

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**Role:**
Educator/Lecturer

**Institution/organisation:**
Cardiff University

**Tool(s) used:**
ChatGPT

**Context:**
Generative AI is going to become an essential tool for graduates to master and it is likely that employers will be actively looking for employees to have these skills. Rather than trying to prevent students from using AI these skills can be taught and enhanced by actively encouraging students to use generative AI tools, such as ChatGPT to produce coursework.

### My idea

Assessing the prompts that the students use and the process by which they refine them and then critique and reference the outputs of generative AI rather than the final product.

### What I aim to achieve

Students will need to understand how to use generative AI tools, to refine initial prompts and critique the outputs as well as find suitable references for the work (until such time as AI can reference sources accurately). Most of these are essential skills for a graduate anyway, so by assessing the process by which students reach their final product through a reflective piece of writing the key skills can be assessed and refined.

### Where the inspiration comes from

Talking to students about their perception of AI tools and the #DryLabsRealScience network.

Untitled image of a route to a destination by Tamas Tuzes-Katai.
Available for free use under the Unsplash licence.

# 55 Chat with anyone from the past

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**Role:**

Educator - IB MYP Biology teacher, Personal Project Coordinator, Science teacher (6-8)

**Institution/organisation:**

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.

**Tool(s) used:**

Mobile device, iPad, Tablet

**My idea**

An AI powered app that let's you have life-like conversations with historical figures.

**What I aim to achieve**

This will create an amazing opportunity for learners to formulate conceptual and debatable questions.

**Where the inspiration comes from**

LinkedIn

Extracted image from a conversation with Napoleon Bonaparte

# 56 Translation buddy

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**Institution/organisation:**

School of Education, University of Leeds

**Role:**

Educator

**Context:**

Used to produce a draft translation of game instructions into Greek, in this case. Can be used for multiple languages.

**Tool(s) used:**

ChatGPT

**My idea**

Use ChatGPT as a translation buddy.

**What I aim to achieve**

Save time in translating text as part of open educational resources. This this case an educational game currently under development. Critical engagement with the translation is needed and a deep understanding of the language and good translation practice to finalise the output generated by ChatGPT.

**Where the inspiration comes from**

I needed to find a way that would enable us to make the open game we are developing in multiple languages and safe time and effort in this process. I have used Google translator for mini extracts before. As a qualified translator myself who has worked in translation for over 10 years, I am aware that creative and critical human input will be needed to create a translation that doesn't "smell" translation. So what ChatGPT generated is just the starting point.

ok, I will try again and provide smaller sections

Sure, that works. Let me know how I can assist you.

This openly licensed e-pizza game supports the co-design of an imaginative curriculum and learning through collaborative play and conversation where all ideas are possible, welcome and considered to inform change. The game is designed to enliven, deepen, diversify such conversations using the familiar pizza making process.
Remember, mixed groups will enrich and diversify the conversations, ideas and outputs.
While the game has been designed for collaborative pizza making it can also be used by single players and then discussed with other players who may be making their own pizza. It can also be used for self-reflection.

Αυτό το παιχνίδι e-pizza με ανοιχτή άδεια χρήσης υποστηρίζει τον συν-σχεδιασμό μιας φανταστικής διδασκαλίας και μάθησης μέσω συνεργατικού παιχνιδιού και συζήτησης, όπου όλες οι ιδέες είναι δυνατές, ευπρόσδεκτες και λαμβάνονται υπόψη για να ενημερώσουν την αλλαγή. Το παιχνίδι σχεδιάστηκε για να αναζωογονήσει, εμβαθύνει και διαφοροποιήσει τέτοιου είδους συζητήσεις χρησιμοποιώντας την οικεία διαδικασία κατασκευής πίτσας. Θυμηθείτε, οι μικτές ομάδες θα εμπλουτίσουν και διαφοροποιήσουν τις συζητήσεις, τις ιδέες και τα αποτελέσματα. Ενώ το παιχνίδι έχει σχεδιαστεί για συνεργατική κατασκευή πίτσας, μπορεί επίσης να χρησιμοποιηθεί από μεμονωμένους παίκτες και να συζητηθεί με άλλους παίκτες που μπορεί να κάνουν τη δική τους πίτσα. Μπορεί επίσης να χρησιμοποιηθεί για αυτοανάλυση.

Extract from conversation with ChatGPT and translation into Greek of game instructions.

# 57 Swift activity design

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**Role:**

Educational Developer

**Institution/organisation:**

Sukhothai Thammathirat Open University

**Context:**

I had been asked to design some activities around 'identifying the main idea of a text'. In the process, I used ChatGPT on a number of occasions. The result is that most activities in the module are to different degrees produced using ChatGPT following prompts that I entered. Specifically, I have activities on the topics of writer purpose, blurb, topic sentences and thesis statements which were all written by giving ChatGPT prompts and then applying some edits to ChatGPT's output.

For some of the activities I also used ChatGPT to write feedback comments for the activities.

**Tool(s) used:**

ChatGPT

**My idea**

To quickly produce student activities.

**What I aim to achieve**

Greater efficiency for me and higher quality activities for my students. I was able to complete a volume of work that would have taken me considerably longer to produce without the use of ChatGPT. I was also able to spend time editing the activities and feedback items. This should reduce the time that an editor needs to work on the materials.

**Where the inspiration comes from**

I had spent some time sourcing and adapting three paragraphs to illustrate informative, persuasive and entertaining writing. I was not satisfied that my output was as convincing as I had hoped. I then heard about ChatGPT and decided to see if it could help. It enabled me to produce materials of a much higher quality in a short space of time.

**Start of the conversation with ChatGPT**

**Me: Please write a thesis statement which comes at the beginning of an essay about taking responsibility for the population's' health. The essay will completely agree that it is the individual's responsibility.**

**ChatGPT: In today's society, taking responsibility for one's own health is a crucial aspect of leading a fulfilling life, and it is the individual's responsibility to maintain good health practices and behaviors for the betterment of both themselves and society as a whole.**

**Me: Now please do the same but it should be in partial agreement that it is the individual's responsibility.**

**ChatGPT: While individuals do bear some responsibility for maintaining their own health …**

Extract of a conversaion wih ChatGPT.

# 58 Endless case studies: Using ChatGPT for authentic practice scenarios

**Author:**
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**Role:**
Professor in Counselling

**Institution/organisation:**
Bangor University

**Context:**
Creating new clinical case studies for practice discussion.

**Tool(s) used:**
ChatGPT

### My idea

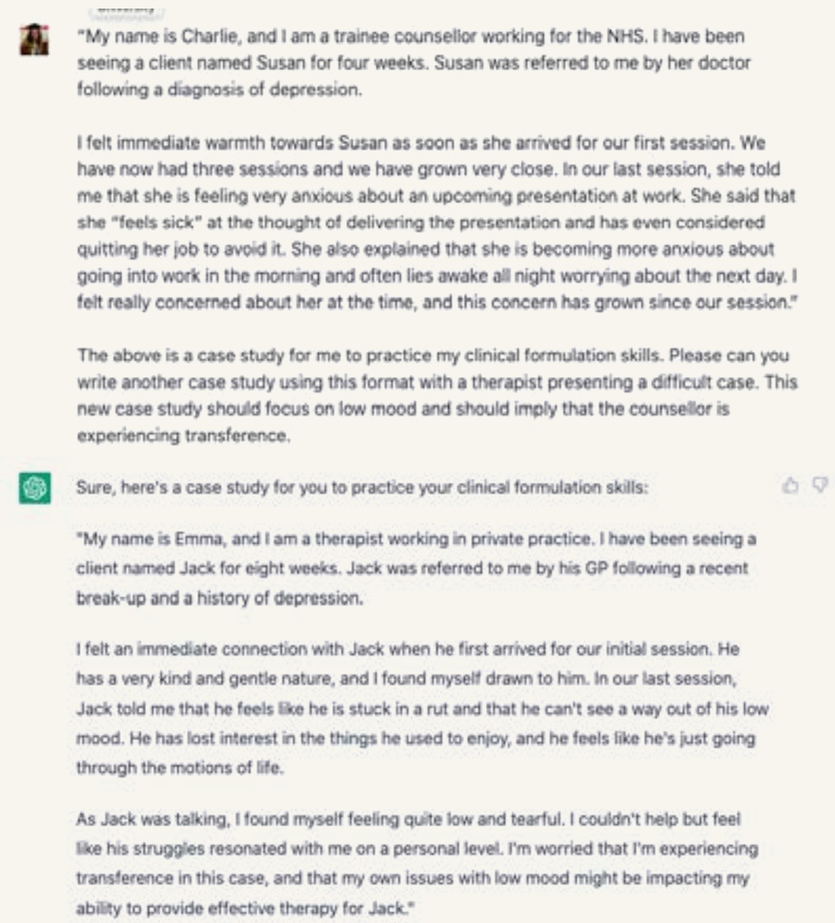
To facilitate understanding of clients, counselling students need to integrate their knowledge of various aspects such as ethics, boundaries, relationships, and techniques. Case study discussions help to develop this applied knowledge, so they need to practice regularly with a diverse range of case studies that cover different mental health difficulties and ethical issues. However, creating a comprehensive case study bank is time-consuming, and even a well-stocked bank may not include specific topics tailored to the knowledge-gaps of individual students. AI could provide tailored case studies for discussing within and outside class.

### What I aim to achieve

Students will use AI to generate novel case studies. These case studies can be tailored to focus explicitly on the topics or issues they find difficult. They can then use these case studies independently or in small groups to practice discussing real-world cases in a safe exploratory environment.

### Where the inspiration comes from

Case study discussions have formed part of my teaching for many years, and I am now running out of new ideas for cases! I turned to AI to help me create some new case studies for my class and realized that the students could create their own in the future. I will now train them on using prompts for creating cases.



"My name is Charlie, and I am a trainee counsellor working for the NHS. I have been seeing a client named Susan for four weeks. Susan was referred to me by her doctor following a diagnosis of depression.

I felt immediate warmth towards Susan as soon as she arrived for our first session. We have now had three sessions and we have grown very close. In our last session, she told me that she is feeling very anxious about an upcoming presentation at work. She said that she "feels sick" at the thought of delivering the presentation and has even considered quitting her job to avoid it. She also explained that she is becoming more anxious about going into work in the morning and often lies awake all night worrying about the next day. I felt really concerned about her at the time, and this concern has grown since our session."

The above is a case study for me to practice my clinical formulation skills. Please can you write another case study using this format with a therapist presenting a difficult case. This new case study should focus on low mood and should imply that the counsellor is experiencing transference.

Sure, here's a case study for you to practice your clinical formulation skills:

"My name is Emma, and I am a therapist working in private practice. I have been seeing a client named Jack for eight weeks. Jack was referred to me by his GP following a recent break-up and a history of depression.

I felt an immediate connection with Jack when he first arrived for our initial session. He has a very kind and gentle nature, and I found myself drawn to him. In our last session, Jack told me that he feels like he is stuck in a rut and that he can't see a way out of his low mood. He has lost interest in the things he used to enjoy, and he feels like he's just going through the motions of life.

As Jack was talking, I found myself feeling quite low and tearful. I couldn't help but feel like his struggles resonated with me on a personal level. I'm worried that I'm experiencing transference in this case, and that my own issues with low mood might be impacting my ability to provide effective therapy for Jack."

Extract from a practice scenario.

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

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**Role:**
Professor in Counselling

**Institution/organisation:**
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**Context:**
Compiling nudge-lists for stimulating case study discussions.

**Tool(s) used:**
ChatGPT

### My idea

Counselling students need to discuss client case studies, drawing on their knowledge of various factors such as ethics, boundaries, relationships, and techniques. However, they may feel lost about what to include in these discussions, especially at the beginning of the learning process. While tutors can nudge students towards possible topics, they may not always be present, so using AI to generate nudges could be a helpful solution.

### What I aim to achieve

Students will use AI to generate a list of topics to be discussed from the real-world case studies presented in class. This will be used in the formative stages to assist them in developing their understanding of what key topics to consider during case study discussions.

### Where the inspiration comes from

Providing nudges to students myself during case study discussion workshops.

"My name is Charlie, and I am a trainee counsellor working for the NHS. I have been seeing a client named Susan for four weeks. Susan was referred to me by her doctor following a diagnosis of depression.

I felt immediate warmth towards Susan as soon as she arrived for our first session. We have now had three sessions and we have grown very close. In our last session, she told me that she is feeling very anxious about an upcoming presentation at work. She said that she "feels sick" at the thought of delivering the presentation and has even considered quitting her job to avoid it. She also explained that she is becoming more anxious about going into work in the morning and often lies awake all night worrying about the next day. I felt really concerned about her at the time, and this concern has grown since our session."

The above is a case study for me to practice my clinical formulation skills. Please can you give me a bullet point list of key things to consider if I were to advise Charlie about her work with this client?

Sure, here are some key things to consider if you were to advise Charlie about her work with this client:

- Be aware of the potential for transference and countertransference in the therapeutic relationship, particularly given the closeness Charlie feels towards Susan.
- Consider exploring Susan's thoughts and feelings about the therapeutic relationship and any potential attachment issues.
- Focus on helping Susan develop coping strategies for her anxiety, such as relaxation techniques or cognitive-behavioral therapy (CBT) to address negative thought patterns.
- Explore any potential underlying causes of Susan's depression and anxiety, such as past trauma or family issues.
- Help Susan develop a plan to address the upcoming presentation, such as practicing the presentation with a trusted friend or colleague, or breaking it down into smaller, more manageable tasks.
- Encourage Susan to communicate with her doctor about any medication or other treatments that may be helpful for her depression and anxiety.
- Discuss the potential impact of Susan's job on her mental health and explore any possible work-related stressors or conflicts.

Extract from a practice scenario.

# 60 Enhancing employability with AI-driven authentic assessments

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**Role:**
Professor in Counselling

**Institution/organisation:**
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**Context:**
Drawing on theory and skill to apply for a counselling role.

**Tool(s) used:**
ChatGPT

### My idea

I would like to take credit, but this was an idea from my students! Our traditional 'describe and evaluate' essay became less viable after ChatGPT hit the press, so I discussed with students how we might use AI to do something new. My students said that they would value something more applied and suggested an assessment in which they complete an application form for a counselling job using ChatGPT to create the job description.

### What I aim to achieve

Our mock job application process requires students to demonstrate their skills by communicating effectively, and evidence their applied understanding by describing how they will use the knowledge gained on the course to work with clients in the job. All students complete the same application form and attend a mock interview with the same questions. But they will use AI to generate their own role description, and this means that each student is applying for a unique job and this job is specifically in the field where they would like to work.

### Where the inspiration comes from

My students!

Please can you write a job description for a counsellor in a charity working with teenagers who are experiencing eating disorders. The job description must include essential and desirable criteria.

Job Title: Counsellor - Eating Disorder Service for Teenagers

Reports to: Service Manager

Job Purpose:
The Counsellor will work within a charity that provides support to teenagers experiencing eating disorders. The main purpose of this role is to provide individual counselling sessions to clients and support the wider service through group work and training.

Essential Criteria:

1. Professional Counselling Qualification: The candidate must have a recognised counselling qualification, such as a diploma or degree in counselling or psychotherapy.
2. Experience in Eating Disorder Counselling: The candidate must have a minimum of two years of experience providing counselling to clients with eating disorders, preferably within a similar charity or healthcare setting.
3. Knowledge of Eating Disorders: The candidate should have a good understanding of the various types of eating disorders and the impact they have on the individual's physical and mental health.
4. Counselling Skills: The candidate must be able to demonstrate a range of counselling skills such as empathy, active listening, and the ability to build rapport.
5. Ability to Work with Teenagers: The candidate must have experience working with teenagers and an understanding of the unique challenges they face.
6. Ability to Work Independently: The candidate should be able to work independently, manage their own caseload and maintain accurate records of their work.
7. Good Communication Skills: The candidate should have excellent verbal and written communication skills and the ability to communicate effectively with clients, colleagues, and external agencies.

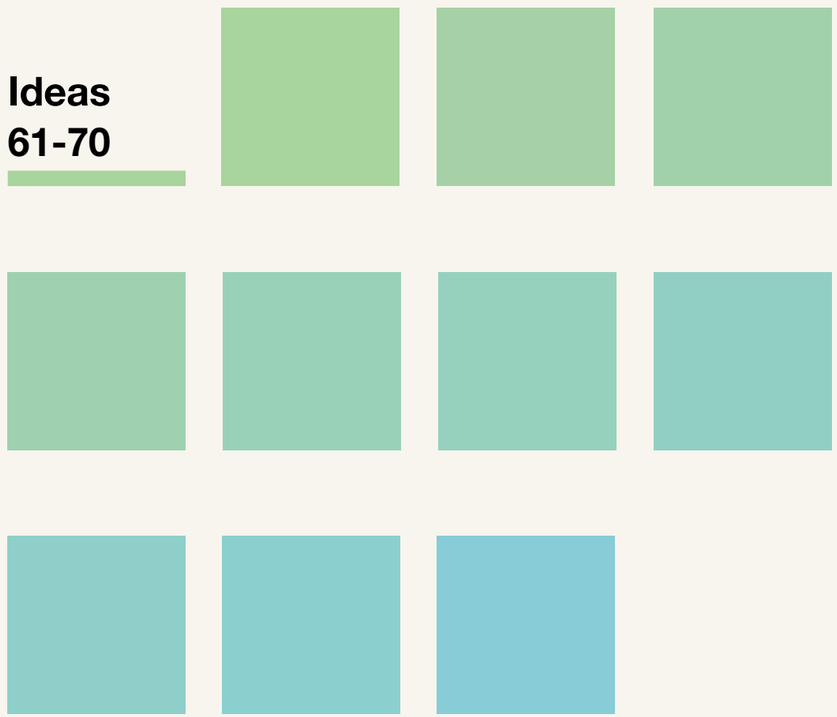
Extract from a practice scenario.

# References

**Idea 55**

Hello History AI. (2023). For Education: A personal tutor in your pocket.

# Ideas 61-70



**61**

Using ChatGPT in self-assessment and feedback

**62**

Using AI to create a 'Biotech entrepreneur mindset'

**63**

Using AI chatbot to support revision strategies

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Upskilling: Using generative AI at work with integrity

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Artificial intelligence and personalized learning

# 61 Using ChatGPT in self-assessment and feedback

**Author:**

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**Role:**

Lecturer in Accounting and Finance

**Institution/organisation:**

University of Leeds

**Context:**

This idea will work in a range of disciplines across undergraduate and postgraduate degrees .

**Tool(s) used:**

ChatGPT

**My idea**

ChatGPT will be used as part of formative assessment. Students will be given an exam-style question to solve on their own. They will then be requested to check the answer on ChatGPT and compare their answers to those provided by ChatGPT. Students will be asked to request feedback from ChatGPT on their answers too. In the following step, they will be asked to criticise the answers provided by ChatGPT in terms of strengths and weaknesses. They will also be asked to evaluate the feedback provided by ChatGPT. Finally, they will be asked to mark both their answers and the answers provided by ChatGPT and discuss their work in the classroom.

**What I aim to achieve**

This activity aims to improve students critical abilities when using AI sources by identifying their strengths and weaknesses.This contributes to directing students on how to use those tools to enhance their learning in the future.

**Where the inspiration comes from:**

University discussions on innovation in assessment and feedback.

Business Robot Management Human Resources CrossFit HomeBase, Business, Accountant, Artificial Intelligence, Automation, Business Consultant

# 62 Using AI to create a 'Biotech entrepreneur mindset'

**Author:**

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**Role:**

Educator

**Institution/organisation:**

University of Central Lancashire

**Context:**

10 x 2 hours Tutorials, each student allocated a distinct Biotech 'job' with the 'Company' (Group) Assessment – individuals submit reflective document on unique combination of Role/ Company at end of 10 weeks as coursework.

**Tool(s) used:**

ChatGPT, DALL.E 2, Midjourney

**My idea:**

Using ChatGPT to design 'Start up' vignettes for PBL 'Biotech Dragon's Den' for Pharmacology for 3rd year Undergrad. Students to use ChatGTP and AI image sites to generate logos, 'pitches' for Venture Capitalists, Submissions for Regulators etc.

**What I aim to achieve**

Students to gain experience in using AI tools as well as knowledge of some steps required to get a drug from 'Bench to Bedside' to cure patients.

**Where the inspiration comes from:**

Programs I have been involved in for skills training for Biotech Entrepreneurs before in Australia.

MT Tell me the back story of a fictional biotech start up company that has just had a new anti-fungal drug approved by the FDA

Sure, let's create a backstory for a fictional biotech startup that has just received FDA approval for a new anti-fungal drug.

The startup is called FungX, and it was founded by a team of three researchers: Dr. Sarah Lee, Dr. David Patel, and Dr. Juan Gonzalez. The three of them had worked together for years at a major pharmaceutical company, but they became frustrated with the bureaucracy and slow pace of innovation in such a large organization. They decided to strike out on their own and start a biotech company that could focus on developing novel therapies for infectious diseases.

They began working on an anti-fungal drug that they believed had significant potential to treat a wide range of fungal infections, including those caused by drug-resistant strains. They secured funding from a group of angel investors who were impressed by their credentials and their innovative approach.

Over the next few years, the team at FungX worked tirelessly to develop and test their drug. They conducted extensive preclinical studies to assess its safety and efficacy, and they collaborated with top researchers in the field to refine their approach.

Finally, after several rounds of clinical trials, the team was thrilled to receive news that their drug had been approved by the FDA. They named the drug FungX-1, and they quickly began working to ramp up production and prepare for commercialization.

The approval of FungX-1 was a major milestone for the company, and it attracted the attention of investors and potential Regenerate response eutical industry. With their

Example prompt in conversation with ChatGPT: Tell me the back story of a fictional biotech start up company that has just had a new anti-fungal drug approved by the FDA.

# 63 Using AI chatbot to support revision strategies

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**Role:**
Learning development consultant

**Institution/organisation:**
University of Nottingham

**Context**
Higher education

**Tool used**
ChatGPT

**My idea**

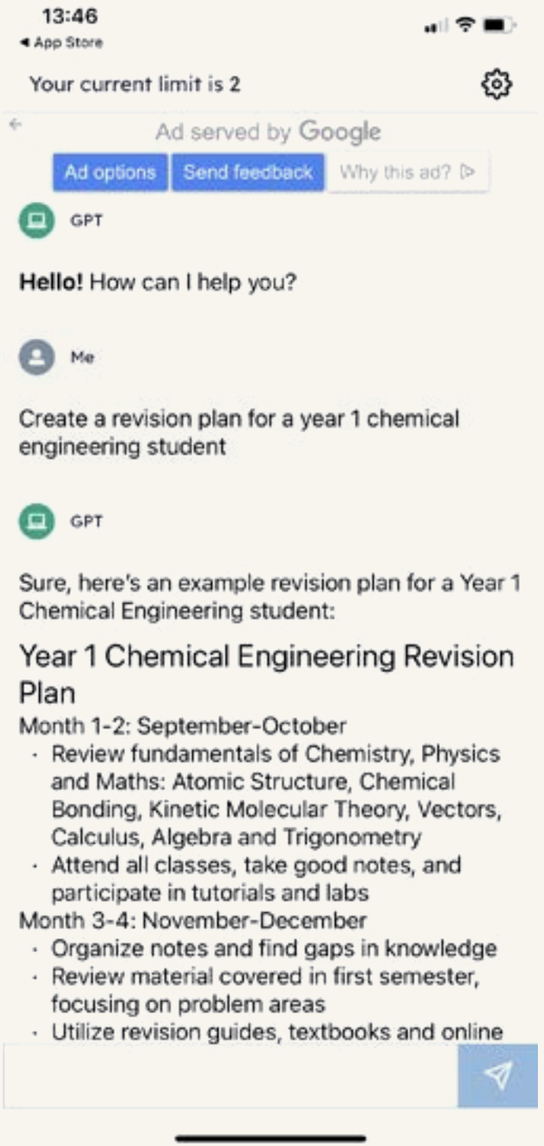
To test the effectiveness of ChatGPT in supporting students with developing independent revision strategies.

**What I aim to achieve**

Creating guidance materials (synchronous and asynchronous) on how students can use ChatGPT to help them revise. E.g. creating revision guides; creating flash cards; generating self-test materials;

**Where the inspiration comes from**

Lots of students panicking about upcoming exams!




Example conversation with ChatGPT requesting revision plan for a course.

# 64 Upskilling: Using generative AI at work with integrity

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**Role:**
Associate Professor, Education Focused

**Institution/organisation:**
UNSW Sydney

**Context:**
Compulsory core course with mainly international students.

**Tool(s) used:**
ChatGPT

**My idea**

Beyond knowledge – how linking, sense and fact checking matters in Business. We have students write with ChatGPT and then provide the edits to demonstrate deep thinking and application to link to informed practice.

**What I aim to achieve**

Prepare students for the world of work with Generative AI.

**Where the inspiration comes from**

Technology enhancing my practice and my students.

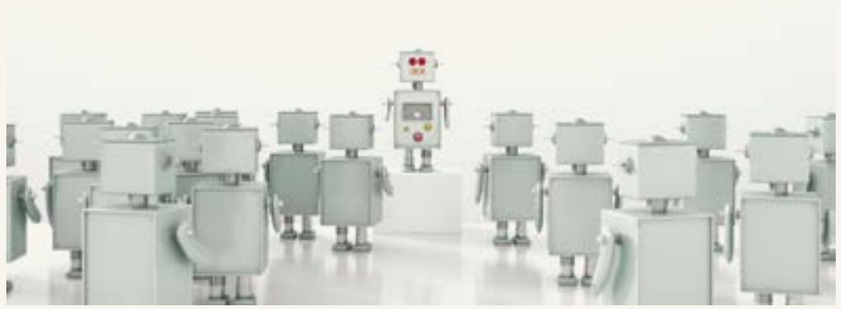

Image of a robot standing on block facing other robots.

For more information on Idea 64: https://www.education.unsw.edu.au/news-events/news/surviving-start-2023-generative-ai

# 65 Creating phonetic script practice activities using ChatGPT

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**Role:**

Educator

**Institution/organisation:**

Sukhothai Thammathirat Open University

**Context:**

I occasionally need to design activities which use the International Phonetic Alphabet. So, on the most recent occasion I decided to experiment with ChatGPT and discovered it produces phonetic script.

**Tool(s) used:**

ChatGPT

**My idea**

Working with phonetic script can be awkward, so maybe ChatGPT can help.

**What I aim to achieve**

I hope to now produce better quality multiple-choice activities and have ChatGPT write the phonetic script for me.

**Where the inspiration comes from**

Having already produced some student activities using ChatGPT I wondered whether it wrote phonetic script. I needed to produce a 10 item multiple choice activity where students had to identify vowel sounds.

Phonetic script.

For more information on Idea 65: Designing a phonic script activity using ChatGPT

# 66 Using ChatGPT to discover conceptual classes in object-oriented modelling

**Author:**
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**Role:**
Educator

**Institution/organisation:**
University of Salamanca

**Context:**
Software Engineering

**Tool(s) used:**
ChatGPT

**My idea**

My idea: Using ChatGPT to discover conceptual classes in UML diagram class.

**What I aim to achieve**

Students have difficulties discovering conceptual classes in their first UML class diagrams. ChatGPT can give a list of conceptual classes from a natural language text. This list of classes might be a first draft for developing a class diagram.

**Where the inspiration comes from:**

ChatGPT can generate code for different programming languages, and it also can generate XMI specifications, but due to the ambiguous character of a natural language specification, the generated specification is not valid as the final model. However, it generates a first list of candidate classes with interesting explanations that might be useful to novel students as a way to think about the final solution, with a critical thinking orientation because the candidate list might not be the same as they could think.

Ai-generated high quality digital art of artificial intelligence modelling a UML class diagram.

# 67 Generating social concept/theory poems for international students in Anglo-American universities

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**Role:**
Educator

**institution/organisation:**
Teesside University International Study Centre

**Context:**
International students of foundational and undergraduate degrees can use ChatGPT3 to poetically understand social theories and concepts. Students can specify the request for ChatGPT3, among multiple formats of poetries from each country in traditional poetic format.

**Tool(s) used:**
ChatGPT

**My idea**

ChatGPT will help international students of social sciences majors simplify complicated and often abstract concepts into short poems in English and their mother tongues. The "short and sweet" poetic format from the machine mind (of AI) in English and different languages will shorten the linguistic and cultural gap, giving students the chance to internalise these notions from the Global North knowledge empire. Doing so can also provide another tool for international students to reach a universal understanding of social theories.

**What I aim to achieve**

To help students reach a universal and in-depth understanding of the concepts and to emphasise the universality of knowledge despite the existing divide in the Global North and South knowledge.

**Where the inspiration comes from**

The desire to help students learn and the belief in the universality nature of knowledge (Rizvi, 2009) and the reality of the North-South divide in teaching, learning and the construction of knowledge (De Santos, 2018; Burawoy, 2022).

Keywords of the concepts/theories, a chosen poem format.

Other example prompts: "Write a short poem of 14 lines on + [a concept]". "Write a 6-8 poem on capitalism in Vietnamese and English", and "A haiku on Game Theory in Japanese and English".

# 68 Using AI to support student success

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**Role:**
Educator

**Institution/organisation:**
University of Strathclyde

**Context:**
Higher education, Active learning, Psychology

**Tool(s) used:**
ChatGPT

### My idea

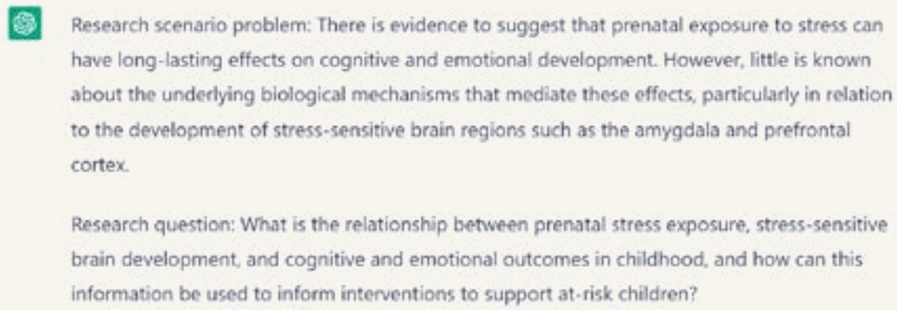
We know that asking students to provide peer feedback promotes reflection and student responsibility for learning (Falchikov & Goldfinch, 2000). As Artificial Intelligence (AI) continues to evolve, it provides new opportunities for learners and educators. I used AI to generate examples for a newly introduced research proposal assessment. These AI-generated examples were then evaluated by students. Using AI, it is possible to generate a bank of research problems and proposals in a fraction of the time that would be required for manual generation.

### What I aim to achieve

The ultimate aim is to use AI to promote active student engagement, develop critical thinking skills, model academic integrity, and introduce students to AI tools that have the potential to create a more inclusive learning experience (Salas-Pilco et al., 2022). The intent was to not only use the AI tools to support students to consolidate discipline-specific skills, but to highlight the benefits and limitations of ChatGPT. Students were introduced to a research proposal assessment which involved the presentation of a scenario-based `research problem' for which they had to design a research study. An AI generated research proposal was provided to students, who then, in groups, evaluated each section before discussing their reflections with the wider group. An additional and welcome benefit was the ease with which AI can be used by educators to generate learning resources.

### Where the inspiration comes from

This use of generative AI was based on my desire to create active learning opportunities and my own experiences of using generative AI.


Research scenario problem: There is evidence to suggest that prenatal exposure to stress can have long-lasting effects on cognitive and emotional development. However, little is known about the underlying biological mechanisms that mediate these effects, particularly in relation to the development of stress-sensitive brain regions such as the amygdala and prefrontal cortex.

Research question: What is the relationship between prenatal stress exposure, stress-sensitive brain development, and cognitive and emotional outcomes in childhood, and how can this information be used to inform interventions to support at-risk children?

Sample research problem generated by ChatGPT in response to a request to "generate a research scenario problem that would require students to produce a research proposal to address it."

# 69 Kreative Book: Love, humour, and positivity from AI

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(WhatsApp and Phone)

**Role:**

Student and Educator

**Institution/organisation:**

Student at University of Leeds, Solopreneur of Kreative School

**Context:**

YouTube video: 'How to Write and Publish a Book using AI'

**Tool(s) used:**

ChatGPT, Dall-E 2, Pages (MacOS), Google Play Books Partner Center

**My idea**

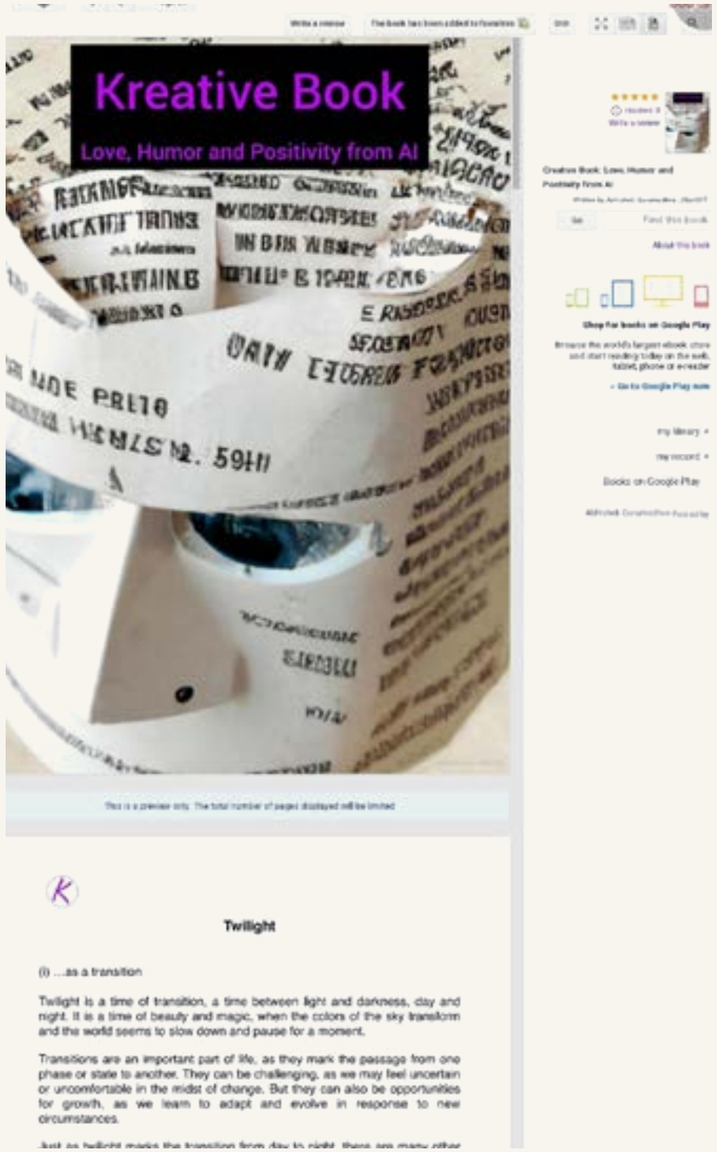
How to write and publish a book using AI.

**What I aim to achieve**

Write and publish a book (retaining copyrights).

**Where the inspiration comes from**

University of Leeds




Extract from an AI-generated book with a close-up of a paper mask as the cover photo.

# 70 Artificial intelligence and personalized learning

**Author:**
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**Role:**
MA Education TPG

**Institution/organisation:**
University of Leeds

**Context:**
K-12 Education

**Tool(s) used:**
ChatGPT

### My idea

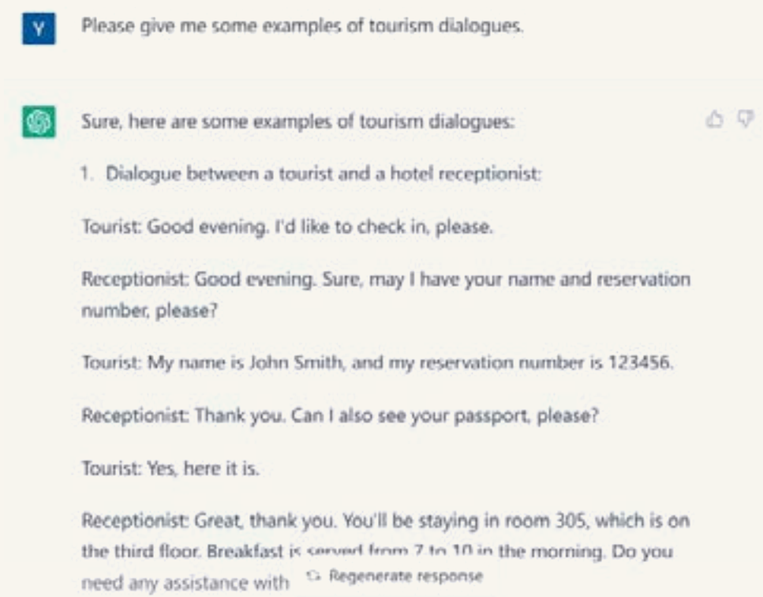
My idea: Explore the application of artificial intelligence in promoting students' personalized learning. Combined with the existing learning aid application model, AI, data analysis and statistics to provide students with targeted courses, tasks, evaluation and feedback. Meantime it could help students to make appropriate flexible schedules.

### What I aim to achieve

Artificial intelligence can be used to develop students' personalized learning, which includes the learning new knowledge and evaluating what they have learned. And it can be used as an alarm clock to targeted different kinds of students and learning habits. Teachers can use the feedback of AI to give students more targeted guidance.

### Where the inspiration comes from

This idea is based on my personal ChatGPT Support Tutor contributed to this collection by Chrissi Nerantzi, my previous teaching experience in K-12 school and English learning experience on using applications.




Imagine that it is a learning application that can talk to you anytime. It knows your learning progress and can also evaluate your learning.

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# Ideas 71-80


**71**
Artificial intelligence and special education

**72**
Artificial intelligence as a tree hole

**73**
The AI Podcast

**74**
AI, humour and genre writing

**75**
Enhancing co-creation in the language class with AI

**76**
Interrogate primary sources using ChatPDF

**77**
Introducing ChatGPT into the Blended Learning Approach

**78**
Critically engaging with ChatGPT output – an introductory activity

**79**
Imagine the AI

**80**
Life of a camel in icy environments

# 71 Artificial intelligence and special education

**Author:**
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**Role:**
MA Education TPG

**Institution/organisation:**
University of Leeds

**Context:**
Special education

**Tool(s) used:**
ChatGPT, HRI

**My idea**

Explore the application of artificial intelligence in helping special children develop social, linguistic and logical thinking skills.

**What I aim to achieve**

On the basis of human-computer interaction technology, artificial intelligence based on robots is further developed. At present, NAO and other related auxiliary robots have been used to help treat autistic children. In appearance, plush toys can be used to make it easier for children to relax.

**Where the inspiration comes from**

When I was preparing my assignment about ASD, I read the literature about ASD intervention, and the man-machine interaction technology mentioned in the article reminded me of artificial intelligence.

AI-HRI. Using the combination of artificial intelligence and human-computer interaction technology to assist special education.

# 72 Artificial intelligence as a tree hole

**Author:**
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**Role:**
MA Education TPG

**Institution/organisation:**
University of Leeds

**Context:**
All levels of euducation

**Tool(s) used:**
ChatGPT

**My idea**

Use artificial intelligence to talk and share. AI can keep your secret like a tree hole.

What I aim to achieve

Students talk to artificial intelligence, express their thoughts that they don't want to tell others, and relieve the pressure in the learning process.

Where the inspiration comes from

In the process of learning, students sometimes have some pressure, but because of shyness or other reasons, they are unwilling to share it with friends, teachers, parents and psychologists. Students may just need a listener who can keep their secrets. If AI can keep a secret, it is undoubtedly a partner who can respond to students at all times.

AI can keep your secrets like a tree hole.

# 73 The AI Podcast

**Author(s):**
Chris Wood, ChatGPT

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**Role:**
eLearning Support Analyst

**Institution/organisation:**
Portsmouth University

**Context:**
AI is taking the education world by storm – this is a new and innovative approach to using AI within the classroom that can be applied in a variety of settings.

**Tool(s) used:**
ChatGPT, DALL·E 2, Speechify, iZotope oZone

**My idea**

A podcast that is completely AI generated, from content to audio.

**What I aim to achieve**

To really show that AI can be used as an interactive vocational learning tool.

**Where the inspiration comes from**

A background in Music Production and a love of vocational assessment.

AI-generated image of creating an AI podcast and vector graphic of a sound wave waveform free for use from Pixabay.

For more information on Idea 73: TEL Tales AI Podcast and accompanying blog post of how we did it.

# 74 AI, humour and genre writing

**Author:**
Karen Amanda Harris

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**Role:**
Educator

**Institution/organisation:**
University of the Arts London

**Context:**
Any educational setting where mastery of the written language is a key aim

**Tool(s) used:**
ChatGPT, OpenAI's Playground

**My idea**

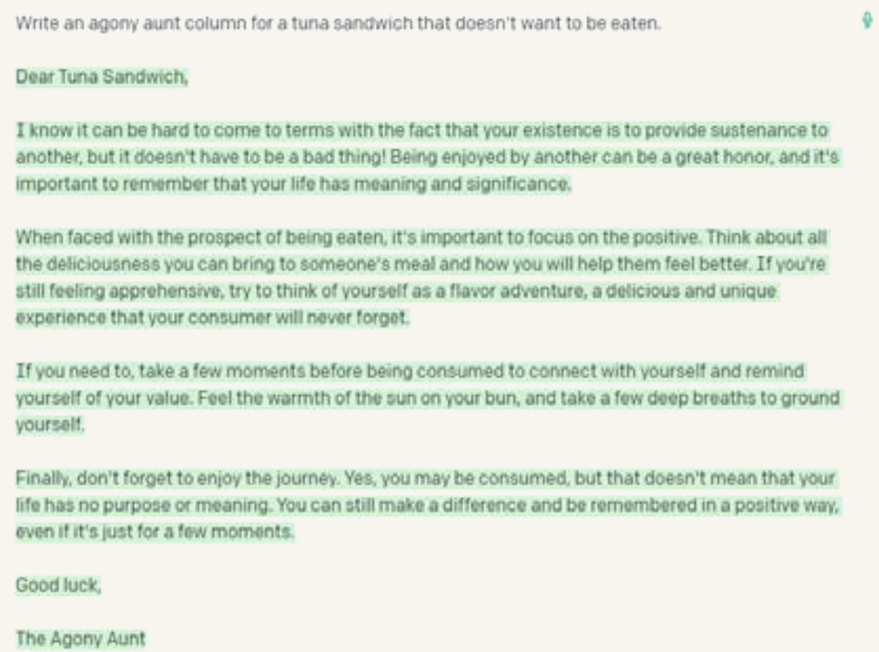
Using AI to generate humorous text – with a serious purpose

**What I aim to achieve**

This develops students' awareness of different genres of writing – but using absurd situations. For example, ask the AI to write: a job application for the role of the King's toothpaste squeezer/ a promotional piece for the Martian Tourist Board/ an obituary for a toothbrush/ a letter of complaint to a hotel, because housekeeping forgot to leave a chocolate on your pillow. Students can use the AI output to identify key features of writing in different genres, compare favourites, and ultimately create their own.

**Where the inspiration comes from**

I have long found this mismatch between form and content – the serious "genre-correct" style versus the bizarre situations - is an enjoyable, relaxed and effective way of exploring style and structure in the written language.



Write an agony aunt column for a tuna sandwich that doesn't want to be eaten.

Dear Tuna Sandwich,

I know it can be hard to come to terms with the fact that your existence is to provide sustenance to another, but it doesn't have to be a bad thing! Being enjoyed by another can be a great honor, and it's important to remember that your life has meaning and significance.

When faced with the prospect of being eaten, it's important to focus on the positive. Think about all the deliciousness you can bring to someone's meal and how you will help them feel better. If you're still feeling apprehensive, try to think of yourself as a flavor adventure, a delicious and unique experience that your consumer will never forget.

If you need to, take a few moments before being consumed to connect with yourself and remind yourself of your value. Feel the warmth of the sun on your bun, and take a few deep breaths to ground yourself.

Finally, don't forget to enjoy the journey. Yes, you may be consumed, but that doesn't mean that your life has no purpose or meaning. You can still make a difference and be remembered in a positive way, even if it's just for a few moments.

Good luck,

The Agony Aunt

Screenshot of OpenAI response to a given prompt.

For more information on Idea 73: My chapter "Seriously Surreal: Lunacy in Language Learning" in the book 'Teach Communication With a Sense of Humor'

# 75 Enhancing co-creation in the language class with AI

**Author:**
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**Role:**
Educator

**Institution/organisation:**
UCLan (UK)

**Context:**
Education,
Professional Development

**Tool(s) used:**
Canva

**My idea**

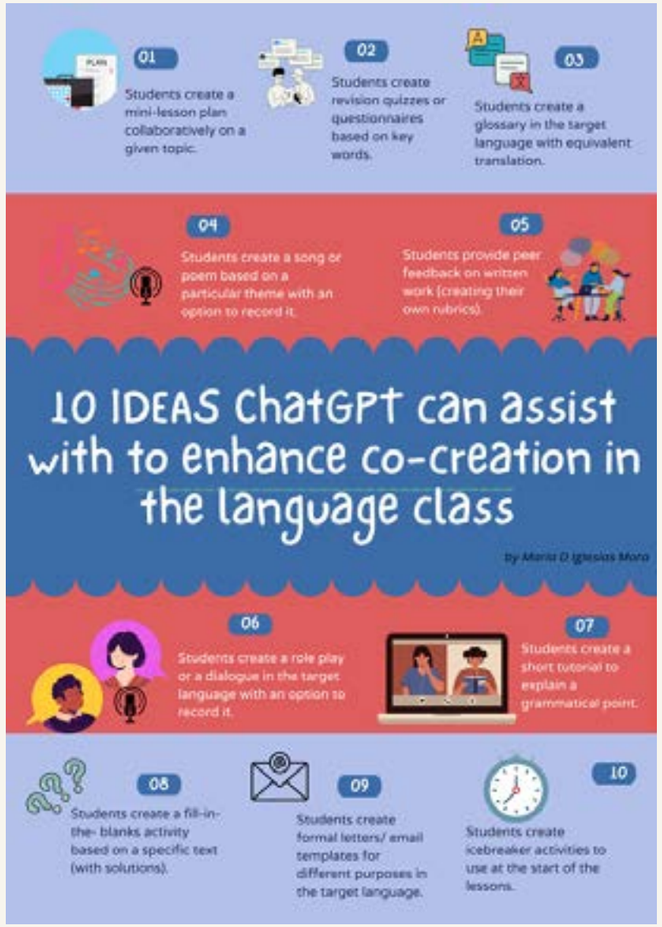
Student partnership and the benefits of involving students in co-creating content have been well-documented. Bovill argues that "co-creation can lead to greater student engagement, active learning, and a more authentic and inclusive educational experience" (2019, p. 749). Indeed, involving students as partners in educational content design not only could enhance student engagement, but could also provide a more inclusive learning experience. But could ChatGPT assist the language learners in this process? If so, how? Some ideas.

**What I aim to achieve**

I have been involving my language students in the co-creation process: from designing quizzes in MS Form for revision purposes, to collaborating in devising mind maps for consolidation of knowledge in ThingLink. While I was exploring chatGPT, the idea of asking the students to use AI to help them generate content in the target language emerged. No conclusions so far as this is currently being implemented.

**Where the inspiration comes from**

The benefits of involving students in co-creating content have been of interest. I have been inspired in particular by the work of Professor Bovill.




Infographic of 10 ideas ChatGPT can assist with to enhance co-creation in the language class.

Visual created with Canva.

# 76 Interrogate primary sources using ChatPDF

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**Role:**

Technology Enhanced Learning Coordinator (former history teacher)

**Institution/organisation:**

Tipperary Education & Training Board

**Context:**

Context: Usually primary sources are printed off and edited down in size to maintain students attention despite losing some of the context found in a longer document.

**Tool(s) used:**

ChatPDF

**My idea**

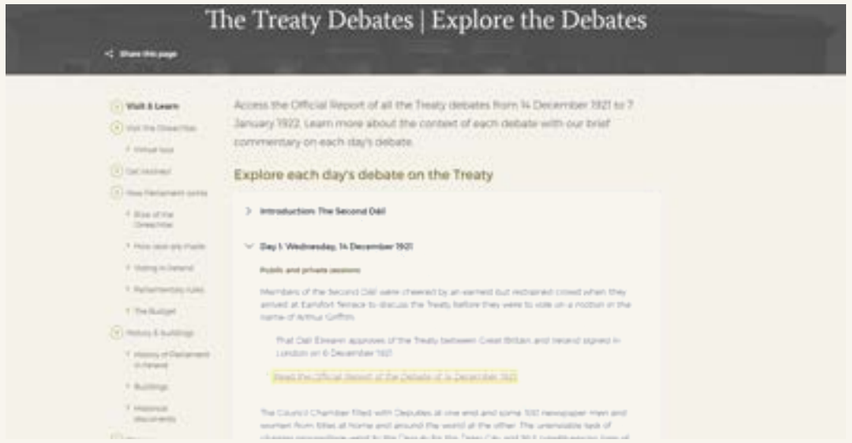
Interrogate primary sources using ChatPDF.

**What I aim to achiev**

A creative way to interrogate a primary source using ChatPDF. You can use ChatPDF in the same way as Chat GTP. You can ask questions off a primary source and it will reference the page where the evidence is located

**Where the inspiration comes from**

Nayini Keshiki University of Surrey.




Screenshot of interrogating a primary source using ChatPDF.

# 77 Introducing ChatGPT into the Blended Learning Approach

**Author:**
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**Institution/organisation:**
Northumbria University

**Context:**
Higher Education UG/PG programmes

**Role:**
Educator, Student, TEL Analyst (Training & Innovation)

**Tool(s) used:**
ChatGPT, VLE of your choice

**My idea**

Engage and guide students in the use of ChatGPT through its inclusion in the blended learning approach. Create a pre-session activity where students use ChatGPT to answer a question (or a question from a set list if it is a large cohort). The students are then encouraged to explore the topics/themes further by asking ChatGPT to either explain or expand as appropriate (example follow up questions could also be provided).

The students can either submit their findings ahead of the lecture and/or bring them to the lecture where the are discussed using the flipped classroom approach. ChatGPT can then also be used in the classroom as an example of how it can be used to explore subjects further.

**What I aim to achieve**

To help students understand how ChatGPT can be used as a tool to help them explore and understand programme related topics/themes. To also encourage the use of and highlight the benefits of the blended learning approach.

Image of a light bulb with various symbols and icons around it.

# 78 Critically engaging with ChatGPT output – an introductory activity

**Author:**
Sarah Hack & Lewis Jayes

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**Role:**
Programme Lead, Psychology & Director of Undergraduate Programme Psychology

**Institution/organisation:**
University of Surrey

**Context:**
Higher education, Foundation Year/Year 1

**Tool(s) used:**
ChatGPT

**Our Idea**

Students are asked to research an academic from the teaching department (School of Psychology here) using ChatGPT. The output generated is then compared with the academic's profile page on the university's website. Students will be encouraged to amend the prompts they use to see what impact this has on the accuracy of the output generated.

**What we aim to achieve**

To demonstrate the importance of (i) using AI as a tool, not a solution, and (ii) of critically engaging with output. This simple activity provides students with an introduction to using ChatGPT (if they are not already doing so) and highlights the unreliability of some of the output generated. In so doing it demonstrates the importance of critically engaging with output and not accepting it at face-value. A secondary benefit of the activity if conducted early in the academic year is that it introduces students to academics in the department/school and the departmental website, beginning the processintroduces students of familiarising them with the department and so making a small contribution to the development of a sense of belonging.

**Where the inspiration comes from**

AI in the form of chatbots is not going anywhere. As educators, we must prepare students to use such tools effectively and responsibly. This is a very straightforward activity that will start this process.

Tell me about Dr Sarah Hack from the School of Psychology, University of Surrey

Dr. Sarah Hack is a Lecturer (Assistant Professor) in the School of Psychology at the University of Surrey, located in the UK. Her research focuses on developmental psychopathology, specifically the cognitive and emotional processes involved in the development and maintenance of anxiety and depression in young people.

Dr. Hack has published numerous articles in high-impact peer-reviewed journals, such as the Journal of Child Psychology and Psychiatry, Psychological Medicine, and Behaviour Research and Therapy. She has also received research grants from prestigious organizations such as the Economic and Social Research Council (ESRC) and the British Academy.

Aside from her research, Dr. Hack is also actively involved in teaching and supervision at the undergraduate and postgraduate levels. She has supervised several doctoral students and has contributed to the development of undergraduate and postgraduate psychology courses.

Dr. Hack is a member of several professional organizations, including the British Association for Behavioural and Cognitive Psychotherapies (BABCP) and the Association for Psychological Science (APS). She also serves as a reviewer for several high-impact psychology journals.

Overall, Dr. Sarah Hack is a highly respected researcher and teacher in the field of developmental psychopathology, with significant contributions to our understanding of anxiety and depression in young people.

Lewis Jayes is a Lecturer in Sociology at the University of Surrey, UK. His research interests include the sociology of work, labour markets, employment relations, and organizations. He has conducted research on topics such as precarious work, job quality, workplace inequalities, and the impact of new technologies on work and employment. One of his recent projects focuses on the experiences of workers in the gig economy and the challenges they face in terms of employment status, pay, and working conditions. He has published articles in academic journals such as Work, Employment and Society and the British Journal of Sociology, and his work has received funding from organizations such as the British Academy and the Economic and Social Research Council (ESRC).

Screenshot of an example conversation with ChatGPT researching an academic from the teaching department.

# 79 Imagine the AI

**My idea**

Writing a short story is a highly formative activity because it requires imagination, creativity, and fantasy, while also applying computational and logical thinking in creating the story's structure. After obtaining the story, it's interesting to use TTI systems to create narrative illustrations. Selecting scenes to depict and prompts scenarios of using intelligent technologies with imagination use for the drawings are cross-cutting activities that stimulate the development of many skills.

**What I aim to achieve**

Step 1: Invent and write a short story about artificial intelligence to explore with imagination the scenarios of using intelligent technologies. We looked for analog tools to help less creative and confident students with writing. After research and experimentation, we selected Fabula for kids, a deck based on the 'hero's journey' structure. We created a flowchart (analog and digital) to assist students in crafting the narrative by following the cards in the Fabula deck.

Step 2: Use TTI software to create illustrations for the story, choosing the best prompts to visually and artistically convey the narrative. We tried various TTI options and chose Stable Diffusion. To have more control over data usage and exchange, we installed the Stable Diffusion model with a graphical interface on dedicated notebooks. The model we used has content filters enabled, and it's possible to modify various parameters, allowing for experimentation with the system's complexity.

Step 3: Make a book. We used collaborative slides like PPT, Google Slides or Canva.

**Where the inspiration comes from**

During the summer of 2022, I was working on developing STEAM experiences to 'live' the ALGORITHM definition. During the same period, I started experimenting with various TTI systems to understand how to use them with students at school. Among the activities on algorithms, I focused on writing a fantasy story, following a flowchart that represented the “writing algorithm”. After finding the right tool to engage students in an unplugged activity, it was natural to connect the story with generated illustrations. This gave greater strength and meaning to the two separate activities and integrated the analog writing part with the digital dimension.



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STEAM Educator, Project Manager - Education

**Institution/organisation:**
Ammagamma srl

**Context:**
STEAM Education

**Tool(s) used:**
Stable Diffusion, PowerPoint, Google Slides, Canva

Step 1: Write the short story using the Fabula Deck.

Step 3: Use TTI to make the illustrations..

Step 3: Make a digital book.

For more information on Idea 79: We will publish the lesson in the syllabus of the educational program - called LUCY - during summer 2023. Currently only available in Italian. LUCY-IC3 website, LUCY blog article to download the first version of the syllabus, YouTube video trailer and YouTube short documentary.

# 80 Life of a camel in icy environments

**Author:**
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**Role:**
Educator

**Institution/organisation:**
Tilak College of Education

**Context:**
Education

**Tool(s) used:**
ChatGPT, DALL·E 2

**My idea**

Our idea is the Life of a Camel in an Icy Environment. As we all know, the camel is a desert animal. But we wanted to know: Can a camel survive in an icy environment? The outcome is very amazing and interesting as our idea of the life of camels in an icy environment we thought was impossible. But while we searched this topic on ChatGPT, we found much information and similar images on DALL.E software.

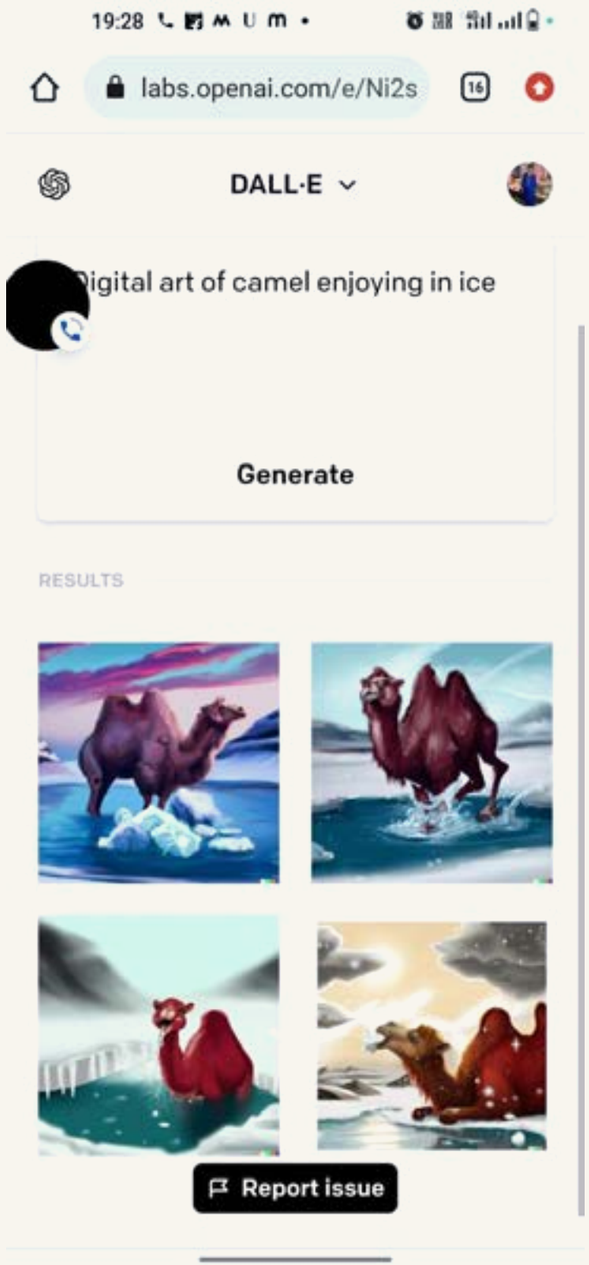
**What we aim to achieve**

The objective of our idea is to find alternative living solutions for animals. The purpose of our idea is to give a reality check to humans about climate change. The effect of global warming influences all the life on the earth.

**Where the inspiration comes from**

This idea suddenly came to our mind while using and searching for different innovative ideas in the DALL.E 2 application with students from Guwahatin college. I explained ChatGPT, DALL.E 2.

By using ChatGPT and DALL.E app, both teachers and students will be benefitted. The teacher can use such applications to teach various topics, ideas, etc.




Screenshot of DALL·E 2 results when prompted: Digital art of camel enjoying in ice.

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### Idea 71

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### Idea 75

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### Idea 79

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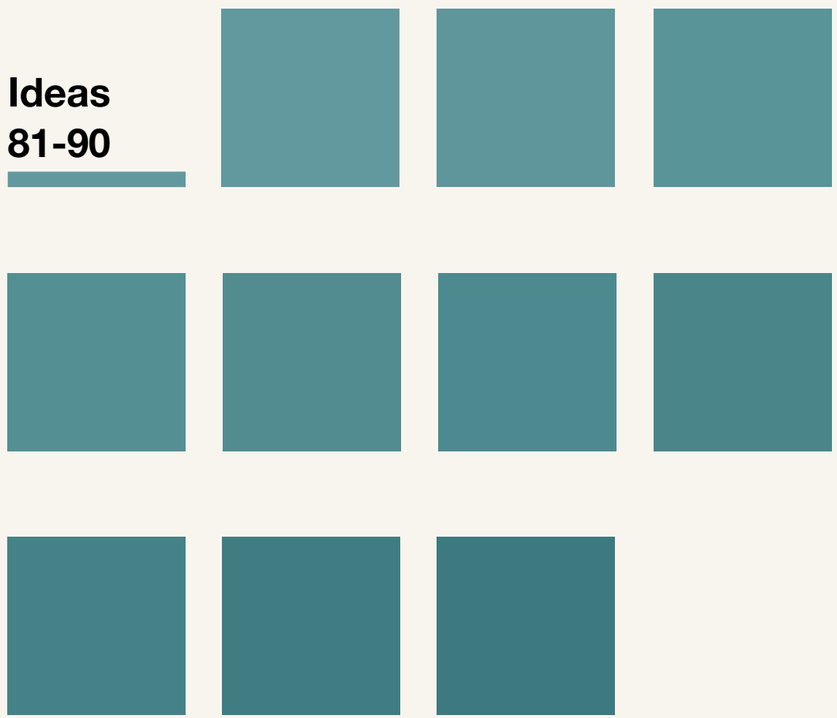
# Ideas 81-90



**81**

Reimagining writing styles with AI

**82**

Challenging the reliability and accuracy of ChatGPT outputs

**83**

Design thinking as synthetic combinatory creativity

**84**

Using different AI tools to encourage critical analysis

**85**

Refining interview questions using ChatGPT

**86**

Develop a course to work through AI usage policy

**87**

Query logs with generative AI

**88**

Content, instrument, affect and critique with ChatGPT

**89**

Depicting an emotion

**90**

AI tools to facilitate critical thinking skills

# 81 Reimagining writing styles with AI

**Author:**
Ben Good

**Contact details:**
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**Institution/organisation:**
Appalachian State University

**Context:**
Educational writing courses

**Role:**
Lecturer of rhetoric & composition

**Tool(s) used:**
ChatGPT

**My idea**

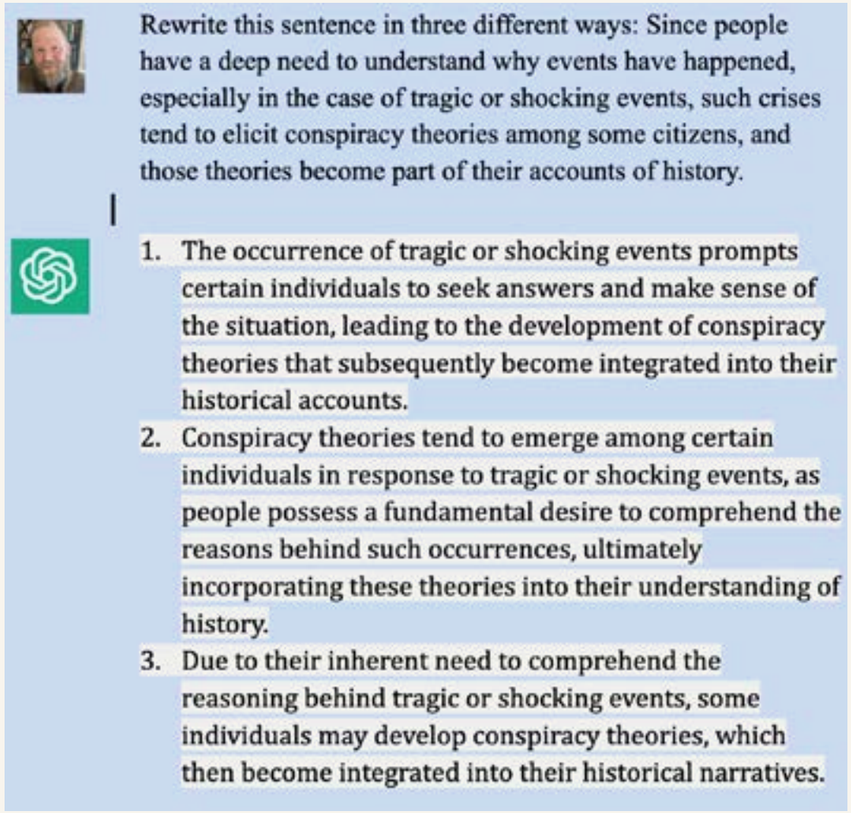
Utilizing AI to expose writing students to various stylistic and rhetorical choices available to them at the unit of the sentence and foster critical and creative thinking about the relationship between style and meaning.

**What I aim to achieve**

Writing scholars have defined style as “the deployment of rhetorical resources in written discourse, to create and express meaning” (Butler, 2008, p. 3). Could AI writing tools assist students in understanding and deploying syntactic structures as rhetorical resources at the unit of the sentence? Could AI tools support student writers in increasing syntactic fluency, shifting emphasis, and developing cohesion?

**Where the inspiration comes from**

Drawing from long-standing practices in style instruction, my students have imitated sentences from accomplished writers, practiced sentence-combining exercises, and assembled whole discourse sets. My students and I are now experimenting with ChatGPT to supplement our ongoing work on style.




Screenshot of example conversation with ChatGPT prompting to rewrite a sentence in three different ways.

# 82 Challenging the reliability and accuracy of ChatGPT outputs

**My idea**

Challenging the veracity, accuracy or suitability of ChatGPT responses to an assessment title as an academic skills task. I put an essay title about the relevance of post-structuralism to education into ChatGPT and then changed the question slightly to see how flexible and responsive ChatGPT was. It mostly turned out similar information when I asked for comparisons, explanations, pros and cons and how it related to education. This made me wonder where it was getting the information from, whether those sources were reliable, and how responsive it was as a tool.

My idea is to get students to do the same with their assessment titles and then use Google to identify where the information is from. This then develops into a fact-checking exercise where they verify or build on what ChatGPT suggests. Therefore, they only see ChatGPT as a starting point (similar to how students often use Google or Wikipedia) which leads to actual academic research. This could be done synchronously, asynchronously, or even as a formative stage to starting, e.g., an annotated bibliography or text analysis exercise. Students could also gauge what level ChatGPT is writing at. E.g., Is it too complex for Foundation? Too simple for a final-year undergraduate?

**What I aim to achieve**

Rather than focus on telling students to avoid using AI tools such as ChatGPT or spelling out what punishments the use might incur, I want to encourage critical thinking and challenge the tool's reliability and accuracy. Therefore, this activity seeks to support students in assessing how reliable or academic a source is as part of good academic practice.

**Where the inspiration comes from**

I was an English for Academic Purposes lecturer for years and taught students to critique various sources. I have also been a Plagiarism Officer and Chair of a Disciplinary Committee and know that students often turn to essay mills or non-academic sources in desperation. It is important to show students why we are unsure of AI output as a reliable and academic source.

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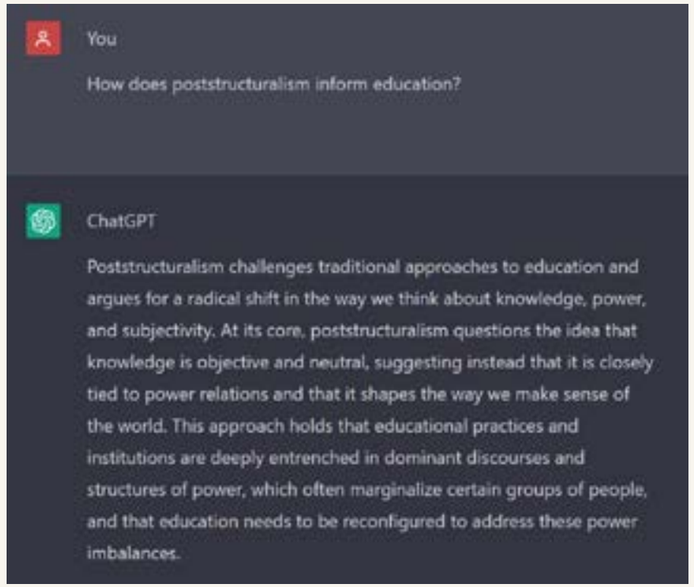
**Context:**
Higher education, academic skills/research skills/critical analysis/ assessment literacy – particularly for Foundation, international or first year undergraduate students.

**Tool(s) used:**
ChatGPT




Screenshot of example conversation with ChatGPT with the prompt: How does poststructuralism inform education?

# 83 Design thinking as synthetic combinatory creativity

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Educator

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University of Leeds

**Context**

A workshop for art and design students.

**Tool used**

This is a speculative pedagogy project that aims to explore the relationship between traditional Design thinking methods for ideation and visualization through reverse engineering AI-generated content, to consider the antecedent logic and intelligence inherent in the possibilities of the technology.

**My idea**

Design thinking as synthetic combinatory creativity: Revisiting Mashup, Mosaic Texts and Morphological Matrixes through AI.

**What I aim to achieve**

An exploration of combinatory creativity methods through AI, exploring the intelligence and logic at work in combinatory Design thinking methods and how they can be re-performed through AI.

**Where the inspiration comes from**

The inspiration came from a comment that the art/creativity in AI-generated content was in selecting prompts (Source n/k). The combinatory possibilities of AI synthesis have resonance with combinatory ideation and visualizing methods used in design.

The Morphological Matrix. Image captured from Hat Rabbits' article 'How to generate thousands of ideas in mere minutes; the Morphological Matrix.

For more information on Idea 83: John E. Arnold's book 'Creative engineering: Promoting innovation by thinking differently.'

# 84 Using different AI tools to encourage critical analysis

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**Institution/organisation:**
Edge Hill University

**Context:**
Any disciplinary context

**Tool(s) used:**
BlueWillow (accessed on Discord)

**My idea**

We now have access to multiple applications to generate text and/or images, e.g. ChatGPT and Bard. Getting different software to respond to the same prompt can be used as a stimulus for discussion, e.g. which answer or response is 'best' and why? This can also generate discussion about possible bias and/or limitations in the software responses.

Image generation software can be used similarly, especially as a springboard for discussing stereotypes and identity bias. Some software generates multiple images from the same prompt, as in this slide's example set of images.

Asking students to discuss and evaluate differences can then serve as an introduction to critical analysis. We can also ask students to experiment further with the software, e.g. revising the prompt to provide different answers, and /or explore different stereotypes.

**What I aim to achieve**

I aim to use new AI tools responsibly with students within the curriculum. Two specific aims run in parallel here: encouraging critical analysis and debate, and helping them to develop a more sophisticated appreciation of what this software can (and cannot) do.

**Where the inspiration comes from**

This is an update of a 'pre-digital' exercise where students compare different accounts of a particular study or theory from different textbooks or other sources. The advantage we have with software like ChatGPT is that we can specify the exact length of the text to be produced and use exactly the same prompt with different software.

Images from BlueWillow responding to the prompt: "British Professor studying AI in their most typical environment."

# 85 Refining interview questions using ChatGPT

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University of Chester

**Context:**

Students are required to develop a set of interview questions to ask a local community flood warden to help to develop their research and questioning as part of a qualitative research methods block. ChatGPT would be prompted to reply in the style of a flood warden who has 20 years of experience and has previously had personal experience with flooding, and is proactive in the community.

**Tool(s) used:**

ChatGPT

**My idea**

To ask 2nd-year Natural Hazard Management students to have a 'conversation' with a text-generative AI tool such as ChatGPT to help them to refine their interview questions and technique as part of a research methods session.

**What I aim to achieve**

To allow students to refine their questioning skills and critically reflect on whether the type of questions they are asking elicit the type of data they would require for their assignments (i.e. is it rich enough? Should I ask a different question? Does there need to be a follow-up question?). Through engagement with an AI tool, students can make, and learn, from mistakes and hopefully have a more informed set of questions for when the interview with the 'real' flood warden can take place. This will also allow students to use AI tools within the curriculum and will be part of a wider discussion about the importance of AI literacies as a future graduate competency for use in the workplace.

**Where the inspiration comes from**

@DanFitzTweets on Twitter posted that they had had a 'conversation' with ChatGPT in the style of Winston Churchill which led me to think about how AI 'conversations' could enhance our existing curricula.

A community at risk of flooding

# Develop a course to work through AI usage policy

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**Role:**

Director of Digital Pedagogy

**Institution/organisation:**

College Unbound

**Context:**

The conversation about students' thinking as we consider how these tools are to be used is absent of students quite often.

**Tool(s) used:**

ChatGPT, Google Docs, Learning management system

**For more information:**

Syllabus 1, Syllabus 2, Institutional Policy Strategy, 1st Draft of Usage Policies by Students

**My idea**

Create PBL scenarios with the help of ChatGPT based on specific prompts by educators and/or students to enable inquiry based learning on own or in small groups that triggers curiosity for learning and discovery through critical and creative problem-solving.

**What I aim to achieve**

To focus thinking on important elements of a scenario that will provide the parameters and build in potential challenges and complexity that need to be identified and resolved through inquiry. Could such an AI-supported approach to generate scenarios diversify how PBL is currently facilitated? Could it boost co-creation in curriculum design? Could itt save time? As we know it is not just about problem-solving but also finding the problem.

**Where the inspiration comes from**

The use of PBL is still widely under-used to boost collaborative learning. We are faced with enormous challenges today that require radical collaboration. Could this coming together to identifying problems and solving them together help us develop collaborative capacity?



# 87 Query logs with generative AI

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**Institution/organisation:**

College Unbound

**Context:**

Used in a course where students are learning about generative AI and trying to think about how these tools should be used in education.

**Tool(s) used:**

ChatGPT, Google Docs, Learning management system

**For more information:**

Template of the query logs with directions

**My idea**

Have students maintain a query log with generative AI where each week, they ask a set of questions and record their questions and answers. The focus of the prompts can change from week to week or you can challenge students to develop different prompting strategies.

**What I aim to achieve**

I want students to practice prompting and observe the kinds of answers and ways iterative questioning can create different answers.

**Where the inspiration comes from**

The work of Warren Berger and the Right Question Institute has me thinking a lot of about the questions we ask, and their work seems perfect for how we think about prompting and generating better ways of eliciting responses from Generative AI.

# Content, instrument, affect and critique with ChatGPT

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Educator

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**Context:**
Principles of Digital Curation M.Phil course

**Tool(s) used:**
ChatGPT, Sakai platform blog

**My idea**

Multi-objective learning supported by AI. Students were asked to use an AI tool (ChatGPT) to source explanations of two philosophical concepts relevant to the course (readiness-to-hand and presence-at-hand). They then described in a blog post: (1) their affective experience of using the tool; (2) their understanding of the philosophical concepts, based on the text generated, and how well they felt they understood the concepts from the AI-generated explanation; (3) a reflection on the appropriateness of the AI-generated text for academic discourse. This was followed by a synchronous discussion about the concepts.

**What I aim to achieve**

Understanding of complex fundamental concepts related to the course material. This part of the exercise was self-reflexive, in that using the tool exposed the students to technology in a state of presence-at-hand, one of the concepts that they had used AI to define. Simultaneously, it introduced another important theme in the course: affective responses to technology, experiences of using digital technology and digital content ('Digital Curation with Heart'). Finally, it engaged them in thinking critically about the validity of information in knowledge generation and scholarly communication, preparing them with meta-skills for academic writing.

**Where the inspiration comes from**

The pervasive theme of affect in the course curriculum borrows from the principles of Archaeologies of the Heart. I wanted students to experience and reflect on the affective components of their interaction with a technology tool and, at the same time, engage first-hand with the phenomenological philosophical concepts that they were learning about, supplemented with critical reflection. The novelty of ChatGPT and the hype around it provided a perfect platform for all of these outcomes.

Vulcan and Venus (Engraving ca. 1515, Metropolitan Museum of Art). Vulcan uses technology in a state of readiness-to-hand. Venus represents the presence and importance of affect in technology.

# 89 Depicting an emotion

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**Context:**

Students are asked to describe an emotion (or two), also providing details about the context (real or fictional), that one could experience this emotion. Then we can use this as a prompt for DALL·E, or other similar AI tools. From the generated pictures, they have to select the one that best describes their idea. Students can this way create board game cards and during the game, they try to guess the other players' emotional representations.

**Tool(s) used:**

DALL·E 2

**My idea**

Depicting an emotion. Students play a board game with their creations

**I aim to achieve**

Motivation, inspiration & creativity, and empathy.

**Where the inspiration comes from**

Dixit! board game. One player is the storyteller for each turn and looks at the images on the 6 cards in his/her hand. From one of these, he/she makes up a sentence (describing an emotion or situation) and says it aloud (without showing the card to the other players). Each other player selects the card that best matches the sentence and gives the selected card to the storyteller, without showing it to the others.

Visual created in DALL·E 2 with the prompt 'Happiness and safety, forest, birds, clouds, flowers, digital art'.

For more information on Idea 89: Dixit, the image interpretation game.

# AI tools to facilitate critical thinking skills

**My idea**

Using AI tools such as ChatGPT to facilitate reflection on critical thinking skills and their development in learners.

**What I aim to achieve**

ChatGPT and similar generative AI tools may provide users with content and information they are seeking to use to inform coursework such as a summative assessment. However, it may fail to address crucial elements of an assessment, such as technical language proficiency demonstration related to a module, in-depth critical review skills aligned to key assessment tasks and learning outcomes or logical application of genuine scholarly academic resources to justify an argument. ChatGPT and similar tools, like Copilot or Bard, can generate AI written coursework using prompts related to actual coursework and given to students to assess and mark them using pre-identified marking criteria during teaching seminars and workshops. It can facilitate constructive discussions between instructors and learners about how AI tools like ChatGPT function, how they are programmed, what AI tools are capable of, and how to creatively use AI tools to support learning while having an awareness of their limitations, inherent bias, ethical concerns and where to draw the line with AI tools implementation. Activities like these, paired with carefully constructed formative feedback, can foster agency in learners enabling them to reflect on their critical thinking capabilities when engaging with AI tools. It can also open opportunities to refine their creative thinking and digital literacy capabilities since AI tools also have the potential to benefit learners with various aspects of their coursework preparation, such as generating ideas and paraphrasing, summarising journal articles, analyzing texts and many more. ChatGPT and similar AI tools are likely to stay and constantly evolve. Banning them from use may put students at a more disadvantage than serve any benefit in a world where AI is increasingly affecting all aspects of our lives. Facilitating critical thinking skills using AI may be one of the many ways educators can support students to develop human intelligence (Spector and Ma, 2019) to creatively harness the potential of AI while being critically aware of ethical issues surrounding their use.

**Where the inspiration comes from**

I have used this activity in an HE6 module to raise awareness about ChatGPT's inherent limitations. Students had to carefully observe and critically think to identify how multiple versions of a response generated by ChatGPT lacked in-depth analysis using criteria required for a formative task. The design of this activity was inspired by an article about how ChatGPT fails to generate actual references to support citations provided in a prompted response since it applies a language model algorithm to generate information.



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**Context:**
Higher education, soft skills for employability

**Tool(s) used:**
ChatGPT

Picture taken during a classroom discussion session emphasising on critical reflective thinking skills when using technology for learning and task achievement.

For more information on Idea 90: Cambridge blog post 'Enhancing learners' critical thinking skills using AI-assisted technology'

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## Ideas 91-100

**91**

Peer-to-peer feedback activity using AI-generated portraits

**92**

Collaborate with ChatGPT to create personalized social stories

**93**

ChatGPT for critical thinking

**94**

Songwriting

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**97**

AI to generate Art-based feedback

**98**

Academic knowledge brought to life in comic book frames

**99**

Recreando el pasado con IA

**100**

ChatGPT-4 as a co-authoring tool for formative tasks

# 91 Peer-to-peer feedback activity using AI-generated portraits

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**Institution/organisation:**
University of Leeds

**Role:**
Educator

**Context:**
Could be used in a wide range of learning contexts.

**Tool(s) used:**
Scribble Diffusion

**My idea**

Develop peer to peer feedback literacy using personal portraits. Students will work in pairs. They are invited to draw another student using the AI tool. Their doodle will then be turned into a picture using this tool. When both students have completed the portraits, they exchange portraits. They then provide feedback to each other on specific criteria that were defined by the students themselves at the beginning of the activity.

**What I aim to achieve**

To develop feedback literacy and boost confidence in students to provide feedback to each other. Often they are reluctant.

**Where the inspiration comes from**

I have used this approach in a class many times simply using pen(cil) and paper. This could take it to the next level?

Portrait of male with glasses and fluffy hair, left image hand drawn, right one generated by AI based on the doodle and the written prompt.

# 92 Collaborate with ChatGPT to create personalized social stories

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Special Education teacher

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**Context:**
Education, Professional Development

**Tool(s) used:**
ChatGPT

### My idea

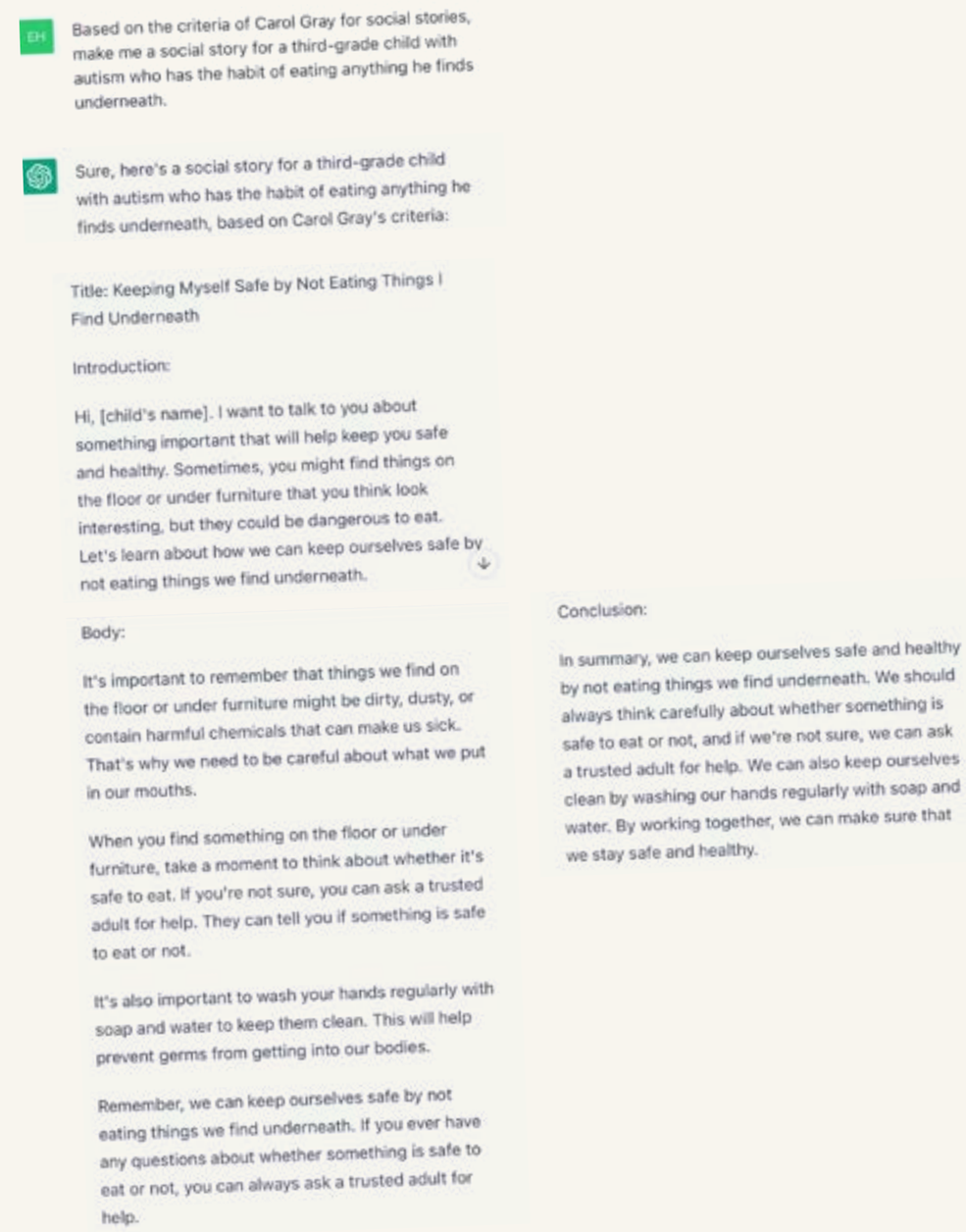
In most cases, shadow teachers are brought into mainstream schools to provide support to students with special needs, particularly those with autism spectrum disorders or ADHD. They may not always have the specific knowledge or expertise required to assist these students. One effective tool that is often used to shape inappropriate behaviors in children with autism or ADHD is the use of social stories.

### What I aim to achieve

According to Carol Gray (1998), social stories provide "hidden" information to enable people with ASD to understand social codes and enhance their social cognition and understanding. Research also showed (Yip, 2023) that the intervention of Social Stories effectively improved the performance of children with ASD. In this case, shadow teachers or beginners in special education could get some useful ideas for creating social stories based on the criteria of Gray (2010) and then they could discuss them with their mentor before being usable.

### Where the inspiration comes from

As a special education mentor at my school I saw that many times shadow teachers need special knowledge to support their students (children with autism or ADHD).



EH

Based on the criteria of Carol Gray for social stories, make me a social story for a third-grade child with autism who has the habit of eating anything he finds underneath.

Sure, here's a social story for a third-grade child with autism who has the habit of eating anything he finds underneath, based on Carol Gray's criteria:

Title: Keeping Myself Safe by Not Eating Things I Find Underneath

Introduction:

Hi, [child's name]. I want to talk to you about something important that will help keep you safe and healthy. Sometimes, you might find things on the floor or under furniture that you think look interesting, but they could be dangerous to eat. Let's learn about how we can keep ourselves safe by not eating things we find underneath.

Body:

It's important to remember that things we find on the floor or under furniture might be dirty, dusty, or contain harmful chemicals that can make us sick. That's why we need to be careful about what we put in our mouths.

When you find something on the floor or under furniture, take a moment to think about whether it's safe to eat. If you're not sure, you can ask a trusted adult for help. They can tell you if something is safe to eat or not.

It's also important to wash your hands regularly with soap and water to keep them clean. This will help prevent germs from getting into our bodies.

Remember, we can keep ourselves safe by not eating things we find underneath. If you ever have any questions about whether something is safe to eat or not, you can always ask a trusted adult for help.

Conclusion:

In summary, we can keep ourselves safe and healthy by not eating things we find underneath. We should always think carefully about whether something is safe to eat or not, and if we're not sure, we can ask a trusted adult for help. We can also keep ourselves clean by washing our hands regularly with soap and water. By working together, we can make sure that we stay safe and healthy.

Sample social story created by Chat GPT in response to a request to create a social story. Based on Carol Gray's criteria for a third grader with autism who has a habit of eating whatever is on the bottom.

# 93 ChatGPT for critical thinking

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**Institution/organisation:**
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**Context**
Education

**Tool used**
ChatGPT

**My idea**

Use AI to let students create a resource about a specific topic. Then in class critically analyse the quality of the resource

- Dig deeper, what are critiques of the points made?
- Who are the authors of the various viewpoints?
- Where are the ideas coming from?

**What I aim to achieve**

- Ask ChatGPT to write about VARC Learning Styles
- The answer is solely positive treating learning styles as accepted model
- However, they have no scientific foundation and are an unfortunate learning myth that seems incredibly persistent
- Encourage students to find as many varied resources about the topic as possible, and identify the resources who still spread the myth versus the resources that are critical about it.
- What is the difference?

# 94 Songwriting

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Educator

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**Context:**
Professional development, language translation, poetry development

**Tool(s) used:**
ChatGPT

**My idea**

Writing songs using ChatGPT

**What I aim to achieve**

The idea that creativity is being “killed” by AI is prevalent across my campus. The goal is to not only ask AI to write you a song based on your ideas - but it will also be translated. Hopefully we can connect ChatGPT to a music making app in order to not only write - but compose music. The music can be something inspirational like a Scottish ballad or alternatively, the students can use themselves as their own personal muses.

**Where the inspiration comes from**

When asked to “play with AI” our Dean of Science decided to jump into a tool and write a song then translate it. He was surprised at how well the song translated into his local dialect.



# 95 Using ChatGPT for final course assignment

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Educator, Researcher

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The Open University of Israel

**Context:**
Students study a course in the field of learning analytics and have to write a paper as their final assignment of the course.

**Tool(s) used:**
ChatGPT, Elicit

**My idea**

Allow students to write their end-of-course theses with the help of artificial intelligence

**What I am aiming to achieve**

The goal is to allow students to research, experience and understand the advantages and disadvantages of using artificial intelligence for research and professional needs.

**Where the inspiration comes from**

I believe that students cannot be restricted from using artificial intelligence tools in writing papers and research, therefore it is important to allow them to experiment with these tools.

# 96 AI supporting student academic writing in higher education

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**Institution/organisation:**

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**Context:**

Recent and continuing developments in AI mean that we need to explore and potentially reconceptualise aspects of teaching, support and assessment in HE. We see writing as a key process in student learning which should not be diminished by recent developments and concerns.

**Tool(s) used:**

Canva, A series of experiential practical strategies to positively utilise AI tools in a writing lab for academic staff so that they can in turn replicate with their own students for assignment writing.

**Our idea**

In light of AI, we are developing a 5 stage writing and inquiry model that will help lecturers to support student academic writing and critical inquiry across multiple disciplines in higher education.

**What we are aiming to achieve**

We want to explore ways to sustain the role of writing in learning and assessments. We aim to support academic staff to ensure the continuation of student writing and inquiry by providing a model to help redesign of teaching, learning and assessment approaches.

**Where the inspiration comes from**

Richardson (2005) observes that "styles of writing are neither fixed nor neutral, but rather reflect the historically shifting domination of particular schools or paradigms" (p.960). We see this as another shifting paradigm which challenges us to adapt and potentially raise the bar in teaching, writing and assessment practices. Richardson also promotes the idea of writing as thinking and this idea is central to our model.

Writing is thinking. Visual created in Canva.

# 97 AI to generate art-based feedback

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Educators

**Institution/organisation:**
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**Context:**
Participants in an online/in presence/hybrid course of all levels.

**Tool(s) used:**
ChatGPT, DALL·E 2, i-Rubric

**Our idea**

Provide peer-to-peer feedback using AI-generated art-based content to stimulate peer/group discussion and reflection.

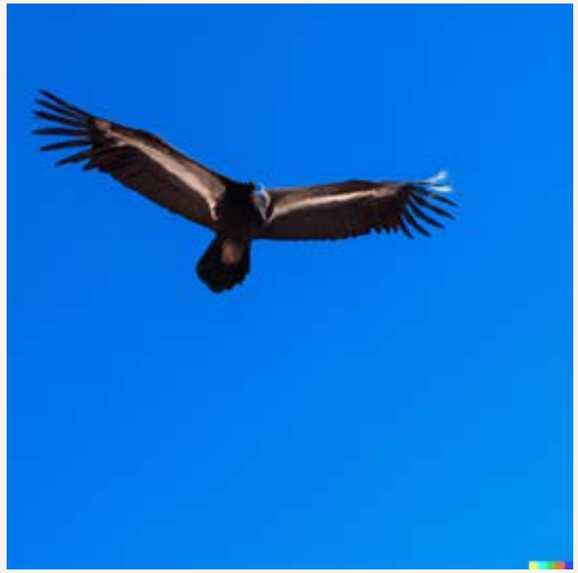
**What we are aiming to achieve**

A deep and open discussion on the results achieved by individuals/groups, and on the path followed during a learning experience, enriching the feedback with AI-based images. Providing peer-to-peer feedback can be challenging and emotionally demanding. Art can support this activity mediating it through tools that focus on the message in a creative way.

Steps:

- Participants and facilitators create a negotiated rubric (we suggest to use iRubric as a tool) at the beginning of the learning activity (a course, a lesson, …)
- Each participant/group of participants is assigned/choose/pick an output created by another participant/group of participants.
- They carefully look at the output and the rubric.
- They formulate their version of the feedback for the selected output.
- Then, they ask ChatGPT to create prompts to be used with DALL·E to generate images to accompany the text version.
- The final feedback will include the initial text, the prompt (as a description of the image) the AI generated image.
- Open discussion in plenary on the outputs and on the effectiveness of this feedback strategy.

For a high-level output with something that can be improved: "Dragon in a fantastic world, dark background"



For a high-level output that does not need any change: "eagle flying in a clear blue mountain sky with open wings"

For more information on Idea 97: Art-based feedback toolkit.

# 98 Academic knowledge brought to life in comic book frames

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Educator

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Anadolu University

**Context:**
Higher education

**Tool(s) used:**
DALL·E 2, Midjourney, or any text-to-image generative AI tool

**My idea**

Academic articles, research books and other similar content can be boring. Especially since such studies are text-heavy, they can be challenging to internalize and learn. Instead, designing the same content as a comic strip can make such academic content more engaging.

**What I aim to achieve**

Academic information presented with comic book visuals can be both storytelling and easier to remember.

**Where the inspiration comes from**

I used to read a lot of comics when I was a kid and I still read them whenever I can ;)

A woman scientist in a lab with red background. Visual created using DALL·E 2.

# 99 Recreando el pasado con IA

**My idea**

Con base en la IA, crear imágenes que recreen la vida cotidiana y la educación en la época del porfiriato.

En la clase de Historia de la Educación y la Pedagogía 4, de la Licenciatura en Pedagogía, abordamos en un primer momento el contexto de la época a revisar, para posteriormente especificar los elementos, acciones, proyectos y documentos realizados en materia educativa, haciendo énfasis en las personas impulsoras y operadoras de los mismos. Es así que, con base en lo revisado en clase (fuentes primarias, presentaciones de PowerPoint expuestas por la docente y trabajo colaborativo entre pares), se solicita al alumnado que elaboren una imagen que refleje la vida cotidiana y la educación en la época del porfiriato, la coloquen en un Padlet y le asignen un título y una descripción.

Si bien en durante el porfiriato ya existía la fotografía en México, me parece que es un ejercicio que se puede replicar para experimentar y mostrar escenarios o ideas de las que el alumnado no tiene un referente gráfico, pero sí profundo, sobre el tema en el que se enmarcan.

**What I aim to achieve**

A veces se piensa que la IA es una herramienta que sólo puede utilizarse para la enseñanza de las ciencias naturales o las ingenierías, quedando las ciencias sociales y las humanidades al margen. Con esta actividad pretendo que mi alumnado se familiarice con el uso de la IA y pueda ir identificando posibles usos en el marco de nuestras disciplinas. Aunado a que identifiquen que para que la IA realice un trabajo adecuado es necesario que ellas y ellos como profesionales de la educación estén documentados y sepan sobre el tema para valorar de manera adecuada si lo que la IA generó es pertinente o no y realizar los ajustes correspondientes. De esta forma, con esta actividad puedo evaluar: aprendizajes sobre el contexto y la educación en el porfiriato, creatividad, expresión gráfica, uso de herramientas digitales, redacción y síntesis.

**Where the inspiration comes from**

La inspiración provino de un colega de la Universidad de Leeds que nos compartió una presentación de Power Point en la que generó todas las imágenes de la misma con base en una herramienta de IA.



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**Context:**
Educación más alta

**Tool(s) used:**
DALL·E 2,
Stability AI,
Deep AI

Images generated with AI tools and posted on Padlet.

For more information on Idea 99: Tania Itzel Nieto Juárez Padlet.

# 100 ChatGPT-4 as a co-authoring tool for formative tasks

**My idea**

Using ChatGPT-4 as a co-authoring tool to generate role-play scenarios and support with formative assessment activities.

**What I aim to achieve**

I use role-play activities quite often in my pedagogical approaches as it helps my students to think critically about a complex subject matter and explore their problem solving skills and reflective thinking abilities from various perspectives. Role-play engages students in an experiential learning process where, participants familiarise themselves to the viewpoint of a character or interest group and enacts that role within a set of rules to carry out a task, solve a problem or understand dynamics. Engaging in the process of thinking, feeling, watching and doing during a role-play exercise can provide students an opportunity to apply what they have learned to unfamiliar contexts in a relatively safe but realistic manner (Vogel, 2019).

As role-play is not a standard curriculum element (Vogel, 2019), it may be time restraining for educators to search for detailed role-play scenarios that are (i) accessible (ii) open source and (iii) adaptable for re-purpose so that they can be utilised within a particular context suited to the curriculum requirements and learning outcomes. In this context, module tutors can utilise ChatGPT-4 to generate co-authored contents of a role-play scenario with carefully cosntrcuted prompts that are consciously aligned to learning outcomes. While this initiative may be seen as a time-saving effort, it can also be considered as a continuous professional developmental opportunity for educators to familiarise themselves with generative AI tools like ChatGPT-4, determine their potential 'ethical' uses to facilitate teaching and learning and identify inherent limitations of such applications when working in collaboration with AI.

**Where the inspiration comes from**

I used a role-play exercise recently on a HE6 module.The students found it quite engaging and effective to asses their problem-solving skills. Upon reflection on their performances, the students requested for more role-play excercises to be incorporated within the curriculum to enable them to be more confident in skills application processes. This prompted me to think if I could use ChatGPT as a co-author to produce role-play scenarios to support my students' learning experiences. The idea was inspired by a Padlet of resources on ChatGPT in Education, curated by Dr Phil Anthony as part of Digitally Enhanced Education webinars.



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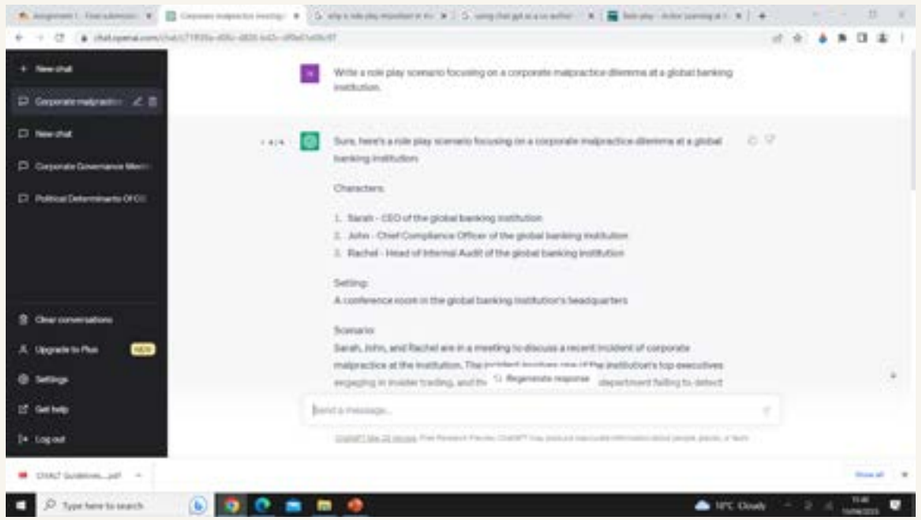
**Context:**
Higher education, learning through role-play

**Tool(s) used:**
ChatGPT



A screenshot of ChatGPT-4 generating a response to a query related to writing a role-play scenario with specified requirements.

For more information on Idea 100: I found this article by Mira Vogel very useful when planning to use role-play exercises and to design prompts on ChatGPT-4 before using it as a co-author.

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# 101 Metaphors/analogies for AI

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**Context**

Can work in any context, as a warm-up activity.

**My idea**

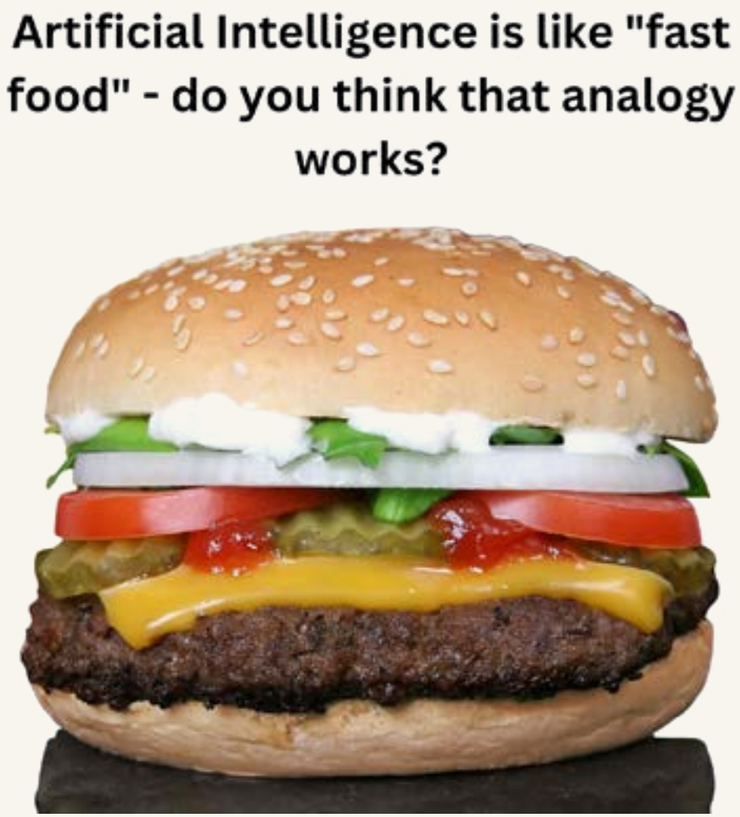
Invite students to think about metaphors for AI: “When AI is working for us, it is like…” and “When AI is working against us, it is like…”

**What I aim to achieve**

Find analogies for AI that can help us discuss its impacts and also to make the discussion light/fun at first, while deepening our understanding of it at the same time.

**Where the inspiration comes from**

My mom! She told me “AI is like fast/junk food” and it was such a good metaphor!




The teacher could think of one of their own metaphors/analogies - I’ll use my moms (feel free to use with attribution): AI as fast food - it is quick and tasty but not healthy; however, occasionally, it saves us!

# Editor biographies

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Dr Chrissi Nerantzi is an Associate Professor in the School of Education at the University of Leeds in the United Kingdom. She contributes to the MA in Digital Education, is a Senior Lead of the Knowledge Equity Network and the Academic Lead for Discover and Explore. Chrissi has initiated the development of open educational resources and international open and boundary-crossing professional development initiatives for educators, students and the wider public with colleagues from a range of institutions and countries (examples include @openfdol, @byod4l, @lthechat, #creativeHE) many of which have been sustained over the years. Chrissi is a global accreditor of Advance HE, a Visiting Professor at the University of Bolton, an Adjunct Professor at the University of Nova Gorica in Slovenia and an advisory member of the global UNESCO supported Open Education for a Better World (OE4BW) Programme and collaborates with higher education institutions in different countries. Chrissi's research interests are in creativity, openness, collaborative learning and communities and in which she has published widely. She is a National Teaching Fellow 2015 and a Principal Fellow of the Higher Education Academy, the ALT Learning Technologist of the Year 2017, received the GO-GN Best Open Research Practice Award 2018, the OEGlobal Open Innovation Award 2021, the Collaborative Award for Teaching Excellence in 2022 by Advance HE and in 2023 the Open Education Champion Award from the National Teaching Respository.



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Sandra Abegglen is a Researcher in the School of Architecture, Planning and Landscape at the University of Calgary. She is an experienced educationist with a strong interest in collaboration, co-creation and social justice. Her research focuses on in online education, hybrid pedagogy, academic literacies, creative learning and teaching methods, inclusion, and identity. She is the Principal Investigator for Playful Hybrid Higher Education and TALON, the Teaching and Learning Online Network - and she holds the project lead for several other online education research projects. Sandra has written about her research and teaching practice in a variety of books and journals, and she has presented her work nationally and internationally. She has been awarded for her inter-disciplinary, multi-stakeholder education work.

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Marianthi Karatsiori is a lecturer and researcher at the University of Macedonia in Greece and she teaches the courses of Pedagogy, Intercultural Education, Adult Education and Digital applications in education. Marianthi coordinates European projects on improving inclusion for students with challenges. Marianthi has worked as an education programme expert at the Ministry of Education at the Educational Radio-Television department, where she was responsible for providing advocacy and guidance to teachers to integrate web 2.00 tools into the classroom through delivering of webinars on several subjects related to ICT and innovative methodologies to a range of audiences (teachers, school leaders, policy makers). In the past, Marianthi has worked at the International Bureau of Education (IBE) field office of UNESCO where she provided country specific Technical Assistance to UNESCO member states to enhance the capacities of governments to cater for quality education for all, based on quality and inclusive curricula and textbooks, teaching and learning strategies. She contributed to different education research studies carried out in partnership with international agencies and to the activities taking place in the context of other IBE projects.



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Antonio Martínez-Arboleda is Institutional Lead for Open Educational Practices at the University of Leeds and a Senior Lead for the Knowledge Equity Network (KEN). He is also Co-Director of the Centre for Digital Education Research at the University of Leeds and contributes to the Master's programme in Digital Education at the School of Education, with sessions on Open Educational Resources (OER) and Digital Cultures in Education. He is a member and promoter of the UNESCO/ICDE Chair on Open Educational Movement for Latin America and has published work and delivered numerous guest lectures on critical digital and open practices. He has participated in projects on Open Educational Resources (OER) funded by public agencies. As Principal Teaching Fellow in Spanish he continues contributing to student education with his module on Spanish in an Economic and Business Context, as well as in research-based podcasting modules at the School of Languages and Cultures, and runs public education engagement activities, notably the international network for student Spanish poetry translation “La Crátera de Ártemis”.

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Bushra Hashim is a Master of Environmental Design candidate with SAPL at the University of Calgary and an Architectural Designer. Informed by her identity as a neurodivergent woman of colour, a Bachelor of Arts in Urban Studies (2018) and Master of Architecture (2020), her MEDes thesis merges critical concepts in cognitive neuroscience, environmental psychology, neuroarchitecture, and cybernetics to define a new canon of design thinking fundamentally informed by the interactions between the human – brain, functioning, behaviour – and the built environment: PSYCHO-design. The aim is to enable people and incremental changes toward designing more complete, neuro-inclusive spaces, from buildings and digital spaces to public narratives in cultural places.

A multi-media designer with 5+ years of experience and ploymathic abilities, her portfolio spans various creative fields, including architecture and planning, fine art and photography, information and graphic design, branding and marketing, interior, industrial, and installation design, business development, research and innovation, and most recently, teaching and consulting within neurodiversity and accessible design. The graphic design of this publication was pursued as a practical exercise in learning and applying print and digital accessibility standards.

This collection represents vision; it embodies creativity. The importance of perspective and community of practice comes to life here in the breadth of examples demonstrating creative ideas to use AI in education. As we explore how we design new experiences for our learners and differentiate opportunities to engage in new ways, we have an opportunity to push our own boundaries and explore. We can collaborate, radically. This is a collection that will only grow as we shift our own practice and as we allow ourselves to experiment and iterate for a transformational student experience.

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