Transcript for Learning Design with ChatGPT – Implications for AI Literacy
BCcampus EdTech Sandbox Series session hosted on October 16, 2024
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Host: Gwen Nguyen

GWEN NGUYEN:
We are at 10, and while people are joining in, I think I should start. So welcome everybody to our second Sandbox on ChatGPT, and the full title is Learning Design with ChatGPT: Implications for AI. My name is Gwen and I'm a teaching and learning advisor with BCcampus. I will go over a few details before we talk about the session. This session will be recorded and you're welcome to keep your camera off and feel free to rename yourself to "Participant." We also enable live captioning for your convenience as well. At the end of the session, we will invite you to participate in a short anonymous survey. We will provide the survey link in the chat and your feedback will help us with planning our future professional development event at BCcampus. We hope that you will stay with us to the very end so we can promote our next Sandbox sessions as well. I would like to extend my special thank you to my project partner, Brit Dzioba, and for her great contributions, as well as some bold ideas behind the scenes. I also acknowledge the very special presence of our colleague Kelsey Kilbey, who has always provided wonderful support behind the scenes. Thank you, Kelsey.

Before we dive into our session, I like to start in a good note by sharing where I come from. So I'm connecting with everybody from my home office located in the unceded traditional territories of the Lekwungen People, including the Songhees, Esquimalt and W̱SÁNEĆ People. I'm here as an uninvited guest, because my family and I am actually from Saigon, Vietnam, a very bustling city. And It's really hard for us to see nature, like blue sky, the oceans, the trees. When I came here in 2015, I have developed a very deep appreciation for the nature for the beautiful nature surrounding us. I'm very grateful that my family and I have a chance to live so close to nature. The slide here, you will see the image of the ocean in Victoria. I took it when I left the ferry from Vancouver to Victoria. I think that the pictures can show the beauty and also the peacefulness in this land, and I'm grateful for that every day.

So let's circle back to our event. We have several Sandbox and the first one was on the AI surveillance. And now this one, we will focus on ChatGPT. If everybody remembers when ChatGPT 3.5 came out back in November 2022, and after just a couple of months, it got millions of people registered on this platform and tried it out. And then a lot of people tried it out as well at finding ways to navigate the landscape of teaching and learning with this tool. Hajime Kataoka was actually my mentor when I was working at the University of Victoria. I was impressed by his commitment and passion for learning design as well as his creativity when we're talking about the design. Because remember, Hajime, when you told me when I first joined the team as a learning experience designer, you say, people call us designers for some reasons and that you make us feel committed towards the learning design process as well as you committed to continuous being reflective as well as creativity in our classes. You are in very good hands, everyone. Here you go. Hajime.

HAJIME KATAOKA:

Thank you, Gwen, for the introduction. Yeah. My name is Hajime Kataoka. I'm connecting from the Lekwungen People's land on which Songhees, Esquimalt, and W̱SÁNEĆ historical relationship continues to this day. I myself is a first-generation immigrant from Japan, and I have a great privilege of being able to live and work with my family in this land. Before jumping right into the topic, I was hoping to just mention a few things about today's session. Firstly, English is my second language, and I might say something that doesn't quite sit well with you unintentionally. If you want to call it out or mention that to me, please feel free to direct message me also, or you can also direct message Kelsey as well. If there's anything that you want to bring to my attention because I really greatly appreciate that. The other part. We are going to have a breakout room session today part way through today's presentation, workshop presentation. If you don't feel comfortable going into breakout room and talking to other people, feel free to just not accept the breakout room invitation so that you will remain in the main room. Other than that, yeah, I hope this is going to be a fun opportunity to talk about digital literacy, ChatGPT, and learning design. Okay. So I'm just going to move on right into that. Before coming into this session, I was looking at hopes and takeaways. One of the things that I noticed that there's a bit of a 50/50 split in what you are hoping to take away, there's a group of people who want to learn about AI literacy. The other group of people who want to learn about learning design using ChatGPT. Some of you might be wondering, looking at it from the title, which one are you going to be talking about? My answer is that we're going to be talking about both. So the key question that I'm hoping to address as a group today is that how can we learn about AI literacy using GenAI? I said ChatGPT, but this should be applicable to any different types of generative AI. Oh, sorry. I'm just going to show the screen. I'm sorry about that. Yeah. Somebody pointed out that screen.

There we go. Let's go with that screen. Okay. So the key questions we're hoping to address today is, how can we learn about AI literacy using GenAI? And what do we find during the process? So that's sort of like the learning design portion of that. I came up with this format of training or discussion today. Earlier this year, I had an opportunity to present at the Canadian Association for University Continuing Education. And we were going to talk about designing group assignment for busy working professionals who are working toward the micro-credential program. And we wanted to create some more assignment where we can critique and make it a better form of learning about the group of activity. We didn't want to use the real life assignments. What we did was to use ChatGPT to create an assignment for us. We presented assignment instructions and asked participants to critique that. And it sparked a whole conversation. It was a really heated conversation because some people don't feel really strongly about collaborative group assignments. Some people feel strongly against using group activity, and we were critiquing assignment instructions. But note that I felt that we were practising digital literacy, a sense of digital literacy in using generative AI. So that's why I decided to adopt the learning activity from that session and then use it as a way to talk about digital literacy and ChatGPT through the process of mock learning design activity. I hope that makes sense.

Now, I'm just going to move on to the next session, section, which is just I'm just hoping to start from defining what I mean by digital literacy because it's a really big word. It can mean a lot of different things for other people. I'm hoping to draw from the definition from the B.C. Digital Literacy Framework. It's essentially by the Ministry of Education, but the Ministry of Advance Education also uses a similar or same definition. "Digital literacy is the interest, attitude, and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze, and evaluate information, construct new knowledge, and create and communicate with others. This is a bit of a personal story, history with literacy. In general, guess how many years I spent on finishing up my master's degree? Six years. One of the biggest hurdles was a writer's block that I faced. You know, going into the graduate school, and I was reading up on topics that I was so passionate and interested in and in putting together this writing and I spent months and months putting together a literature review section. But ultimately, my supervisor told me, pointed out that, so what exactly are you trying to say? It doesn't have a narrative. It doesn't have a story. It doesn't have a substance. Why are you writing this? This was an aha moment. It took a little while after that to solve the problem, but what was missing from that experience is that I didn't have a research question or argument or something that I wanted to present to the world by using resources that I collected from the Internet or, you know, scholarly articles. In other words, I didn't have a clear reason why I was accessing those scholarly articles, why I was quoting those studies. Yeah, they're saying good things, but I need to be able to say what exactly I'm trying to argue based on what other people created. When I think about digital literacy, whether it is about accessing the information or analyze or evaluate, synthesize the information, create or communicate with others." It all comes down to why you're doing it. In other words, why you are accessing the information dictates what makes the use of tools or information appropriate. I think we can say the same thing about that for AI literacy. GenAI, I'm not a specialist in GenAI by any means. But one of the things that I'm fully aware of that when we talk about literacy and AI and when we are nervous, I think one of the things that we're struggling with is difficulties grasping why people are using it. I mean, sometimes it's clear to us, but sometimes it comes from the uncertainties around why. Today's session in talking about generative AI or ChatGPT specifically, I'm hoping to focus with you on the why aspect of AI use.

And here are a couple of intended takeaways. In other words, if I managed to convince you with these two main points, then this is a success. If not, then there's something wrong that I'm doing. Intended takeaways, first of all, don't just copy and paste AI output. I mean, it's quite obvious. I think if you're invested in coming to this session, learning about AI, it's obvious to you, but I think that's one of the things that it's important for us as an educator to keep claiming in a society, making an argument in a society. Don't just copy and paste AI output. And as simple as it sounds, sometimes it is really difficult for professionals to do it. The good example is that there was this lawyer who was caught on using ChatGPT for their own work. And the reason why they were found was that in the statement that, the writing work that the lawyer put together was referencing a case that doesn't even exist. That's how people found out that this lawyer was using GenAI to do their own work or not even, or more like, not doing their own work. Other good example of why you don't want to just copy and paste AI output,

it's really that there is a lot of medical advice that was generated by AI, and there's a lot of caution, warning messages, from the medical professional saying, a lot of them are useless and some are extremely harmful. There are a lot of implications when we have a useful tool like ChatGPT that we ask questions and then producing something that sounds good, and we put it out there without even thinking, without a human filter. It can have a tremendous impact on other people, it can be a life threatening impact on other people. So that's one of the first points. The other part is that one of the crucial aspects of learning literacy is to help learners establish a good reason to use AI, which is the why aspect, which ties back into the digital literacy definition that I talked about. But really, how are we going to use ChatGPT? How are we going to use AI? And ethically and appropriately, that's really it all depends on why you are using the ChatGPT, and it has to be a really good reason. And based on the why aspect that you established, we need to be able to evaluate the outputs based on why. Those are the two main points that I'm hoping to talk about. I'm hoping to discuss as a group today for this session to talk about digital literacy using a ChatGPT. On the other hand, that's a learning activity.

Having spoken about establishing good reasons to use GenAI, I was hoping to just do a quick ice break activity. First one. In the Zoom comment box, can you post your thoughts on what are some good reasons to use GenAI? It deliberately used the word "good," which is a very value-laden term. Partly because I believe that what makes use of GenAI valid or defendable or appropriate, partly it's based on your value. Based on your value proposition, what do you think are some good reasons to use GenAI? Maybe we can take a couple of minutes to post it in the chat.

I see that Christina, you mentioned "summarize long documents for quick overview, the need to validate." Yes, absolutely. It's a great way to go. "Brainstorming for topics," "titles outline for presentations, papers." "And to save time. "Yes, it's extremely useful for the simple mundane, routine tasks that can take us a lot of time so that we can use ChatGPT to automate some of the tasks and we can focus on the human decision-making. Great. "Streamline learning design process and save time." Yes, I'm absolutely guilty of asking GenAI for help with learning design and hoping to talk about that a little bit. "Brainstorm." Again, "Create a quick framework for letter or document." Yes. One of the things that I was hoping to talk about is a writer's block. Yes, ChatGPT doesn't have a writer's block. This is not me, this is somebody that is much smarter than me just once mentioned, and it was an aha moment. "And to enhance my writing." Yes. It's great for getting help. I mean, especially for me as an English-as-a-second-language speaker, and I learned English from listening to Metallica lyrics. Writing is not always my forte, so I do definitely ask for help editing as well. "During first draft to critique and validate." Yes, that's a great way to use GenAI for learning design as well, "Draft emails or text, Yeah, time-saving." I think there are a bit of common themes about saving time or breaking the writer's block and being able to you know, basically create a starting point for us to do, but there's always a layer of human decision-making to evaluate the output. I think we're good.

Okay, now I am going to switch to the next question, which is a lot easier to answer, which is, What are some bad reasons to use GenAI? What are your thoughts on that? Yeah, "false data."

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Yeah. ChatGPT is really good at making something sound really convincing, and you always need to fact check. "Some bad reasons to use without critically and factually evaluating just because it's there and easier than mental effort." Yes. Absolutely. "Replacing critical thinking." Yeah. "Generating without fact-checking." "Students rely too much on AI for various assignments." Yes. I think if the intention of using GenAI is to deceive somebody, then I think we can all argue that it is a bad use of the GenAI. It's about lies. "Generating misinformation." Sometimes people know that the ChatGPT's output is misinformation and just put it out there anyways and sometimes people just do it without even realizing. "Copying information from past discussion without consent and putting in those machines." Yes, there's a huge privacy implications as well. All right. So thank you for your input in the comment box. Now that we talked about good reasons and what makes use of GenAI good and what makes use of GenAI bad.

Now, I would like to move on to the first section of the activities, which is practising digital literacy with a mock-learning activity. Throughout the session, one of the things that I was hoping to maybe keep in mind or think or critique evaluate, the session is that is this form of learning activity actually useful for teaching digital literacy? There's a bit of a layer that I would like you to just consent about. So Here is what we're going to do. This is like that similar format that we did for the Canadian Association for University Continuing Education. We start from establishing why. Why are we using AI and two, ask GenAI to produce an output and evaluate the output, ask if it is good or bad based on the reasons that we established at the first step. Then we are going to engage in a mock-learning activity.

And here's the next slide for you. Establishing why.

Me as a learning experience designer, working as an instructional designer, sometimes I have writer's block like anyone else. ChatGPT doesn't have it. When I'm trying to design something, whether I try to write a rubric or sometimes even try to write assignment instructions for students, sometimes we have a writer's block and have a hard time moving forward. Let's start from there. We are having the writer's block. It's not a bad use of ChatGPT yet. What matters is what we do after this. Let's type a little bit more into how can we break the writer's block.

Typically, in our institution, we do have some level of parameters around when we are designing instructions for assignments. So we have, let's say, for example, we might run into a situation where we need to develop a collaborative online learning activity. So we want to make the learning engaging and very collaborative. So that's what we have in a course outline or a blueprint that we call, essentially is the idea of assessment from the instructor. And the learning outcome is, this is a marketing strategy course, and one of the final learning outcomes is developing a marketing strategy for a small company. And how do we theoretically underpin this learning? So I just sort of arbitrarily pick the one, one of the collaborative learning, which is online collaborative learning. In case you're not familiar with the term, it is one of the design principles for designing group work or collaborative assignments that's for learning activities where step by step learners go through brainstorming and then analyze the generated idea in a

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brainstorming phase, and then they're going to talk about the results of analysis and then come to a consensus and then synthesize their work. Then they're going to produce the output. And then evaluate whether that produced output is good for it. Good for the intended purpose of this assignment activity. So in this instance, we essentially want students to first of all, we want students to brainstorm the idea for marketing strategy for the small company. Then once they establish some of the parameters and ideas, we want students to just categorize and organize by different types of ideas that they generated. Once they finish this part of the activity, then they can work together, collaboratively synthesize these ideas and put together an established marketing strategy. In the end, we want students to come up with assignment instructions for the report where students can say why this developed, established marketing strategy works for the presented scenario. This is the establishing why part. We want ChatGPT to help us make a collaborative learning activity. Before moving on to step 2, just want to pause to see if you have any questions. We're doing this three-step approach, and now we're going to move on to the step 2.

Which is to ask GenAI to produce an output. I am going to ask something like, "Generate a group assignment for an asynchronous online course. Students are asked to develop a marketing strategy for a small business as a group. Provide one example scenario that marketing professionals could encounter." It's going to be a scenario-based activity. Students are supposed to collaboratively work on it. I deliberately omitted some of the information that might be helpful for the ChatGPT generated output. Just trying to keep it short and concise as well. Now, I wish I was able to just switch a screen and show you how that might work in the ChatGPT, but we don't have a lot of time for that. So what I did is going to be a cooking-show style. Here's what we did. We're going to put it in the algorithm, wait for 15 minutes, and you don't have to wait for 15 minutes. Here's what it looks like after the algorithm. So that's what I'm going to do. So what I did was to pre-emptively ask ChatGPT to donate an output, and here's where you can find it.

So I'm just going to share a link to Google Doc. And I would like you to just take a minute to just click on it and open the document here. So I'm just going to, I just popped it into the chat message. So here you go. Here's that link. You could take a moment to open it. That'll be great. Thank you. Seeing people trickling in. So the link is working. If you have any questions, feel free to ask here. Now we have and in the Google document, you will see Section one and two and three. Sorry I forgot to mention, there are three sections of this and each tab for the document corresponds to the different sections that we're going to be talking about. Section 1, this is what we are looking at. Here you will find ChatGPT output, which is group assignment, marketing strategy for the small business. I'm just going to move as I see a fair bit of people opt in. I'm just going to move on to the next slide which is breakout room activity.

Here's what I would like you to do. Based on the intended approach and task, I would like you to wear an instructional designer hat and evaluate the output. Essentially, I'm asking you to see if you like the output or not. What is missing? What are the kinds of things that you saw that are missing or what did you actually like about the ChatGPT output? In your breakout room

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group, please discuss the following. What part of the output can you adapt? What is missing, and how might you address the gaps? Whether that is prompt engineering, editing, et cetera. Please use comments in Google Doc to add your group's input. I would like you to discuss these questions in a group in a breakout room, and I would like you to, I would also like you to just add that as a comment as well. If you don't feel comfortable going to the breakout room, just don't accept the invitation, reflect on those questions and then feel free to just add your comments in the Google Doc. Kelsey, if you could. We're going to take about, why don't we say 15 minutes, 10 minutes, probably 15 minutes too long. So 10 minutes for your group to talk about it.

Oh, we're good. Yeah. Okay. Thank you, everyone. For adding the comments and then discussing the output from the ChatGPT. Before jumping into the general, more specific comments, why don't I ask some of you if you could raise your hand, that'll be great. What did you think about the ChatGPT's output? If you don't feel comfortable doing that, you feel free to just put it in the chat as well. What did you think? "Good starting point." Okay. I agree. "Still generate." Yes. That's one of the things that we found as well, even when we did it a few times with lots of editing on the prompts. We end up with a generic. Megan, you were surprised by it. Would you mind elaborating on how you were surprised? It is good or bad? "I didn't think it would be so smooth." Anything else? "Only generic and making clear connection to specific learning objectives and detail regarding context." "Not provided things." Yes. I think that is a great segue into talking about the specific comments that you left in there.

Can you see the Google Docs? I just move the screen to the screen? Can you see that? Why don't I expand it if possible. There you go. If you have your Google Doc open handy, it might be better to just have it on your screen. Why don't we just tackle one by one. Emily, you mentioned that the learning objectives should be included. Yes, I 100% agree. Ties back into why. I think it's becoming a little bit meta, but really, why are we doing this activity in the first place? Why are we doing this assignment in the first place? A lot of times this is one of the things that often look, you know, like we kind of ignore sometimes. But definitely it's important to talk to students about why we're doing assignments in the first place. How many people to a group. So there's a bit of a group of logistics concerns. How many people are we talking about, which ChatGPT didn't establish. Gwen mentioned. "I also think that we need clear assignment instructions, overview, and objectives. Are students assigned to specific groups? In their groups or are they assigned certain roles? Yes, I think guidance around how to work within a group. So Nicole also mentioned this thing. Also guidance on how to work with a group. Why are we doing this in the first place as a group, that's definitely missing from the assignment instructions. The scenario can be used as an example. Yeah. One of the things that I noticed sometimes is that if I ask ChatGPT to generate generic scenario, it does a fair bit of fairly good job, and you still need to adapt it, edit it and make sure that we're not just copying and pasting it, but scenario, oftentimes I find it a little bit more useful than other parts of the instructions. Anonymous user, "This could be adopted or complemented in case it is considered useful to know more about the competition. Or in understanding that the strategy proposed could be based on very differential values that our cafes do not offer or care about." Yes. This is

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definitely a challenge with it being generic scenario, I think. It doesn't. But really, when you're trying to market something, you're trying to also look at what other people are doing, right? In a similar instance, when we got a bit of help with the establishing scenario for one of the assignments, it was a marketing strategy. We specifically deliberately made it so that it's about Victoria. It's a fictitious business, but it's in Victoria so that it gives students an opportunity to research the market in Victoria a little bit to understand what's out there. What other competitors are doing and trying to give this fictitious business a competitive edge. So there has to be a bit of creative work there as well. "The strategy should include very generic information. Does not include any specific about the market itself." Yeah. Again, I agree. That's where we need to help students that they somehow supplement or complement the information that is missing. "I need a Rubric." Yes, 100%. "Are we being assessed?" It goes back to group roles as well, is this about the process that we're talking about, or if this is going to be about the outcome. If it is really about the outcome, how do we make sure that the students are collaborating equitably, and should a report template be provided that outlines the specifics of what the strategy should include? Yes, 100%. I'm a believer of template when we talk about what information to include. So that saves time from formatting, spending a lot of time so that they don't really have to use their thinking power on it. "If this is an asynchronous course does this work?" Yeah, I don't think that this generating information itself doesn't work in an asynchronous course. "What are the tools that the students are supposed to use? What tools are given to them?" One of the things that we sometimes see is that when students are presented with a very vague group assessment, then they end up in using Google Doc or they try to figure out how to communicate with each other and sometimes it can have tremendous privacy implications for their work. And for that as well, if the institution supports a good tool, then it makes sense to provide that as an option. At UVic, we have Microsoft Teams or documents in it. Sometimes students don't realize they have it until they are reminded by instructors. So it's a great thing. "Does it work? What might be better is having students create a video and post it in a discussion forum then allow the other students to comment." Yes, absolutely. I think that's one of the things that is important in an online collaborative learning approach where they also have an opportunity to evaluate whether that proposed solution is applicable to the actual proposed problems. I think it's really collaboration, interaction, participation, it's really the essence of learning here.

Another thing that I want to ask you is what do you think of it from an accessibility standpoint? And I'm not trying to accuse you of missing anything because I, you know, we had a very short amount of time to review it and think about that. So I'm not meaning in any way that you're missing anything, but I just wanted to, you know, I think about also wanting to offer perspective around accessibility. What do you think about, what do you think about this assignment instructions from the accessibility standpoint? From an accessibility standpoint, one of the things that I think I can build on the comments from you is that it doesn't give guidance around how to work within the group. It doesn't really talk about the process or how do we collaborate, so that makes it really difficult to make sure that the process itself is accessible for different types of needs that the learners might have. "The lack of clear step-by-step instructions." Yes, 100%, Carlos.

It's a really long wall of text, and we can break it down as well, Juliana. So in some way that ties back, like I said, it ties back into the lack of guidance on working within the group. What process do we want students to go through? And I think we need to, if you're an educator or learning designer, the putting these instructions out there. I think we need to make sure that you know there's thoughts around accessibility and making sure that learners can participate in the activities equitably. So one of the things that we change sometimes is that we want students to collaborate. It doesn't have to be group work. So we might ask students to first part brainstorming, use forum discussion to post your thoughts, and when you engage with each other on analysis, they're going to work in a smaller group so that they're going to still take the original brainstorming from the general classroom, and take it to the smaller group, engage in a group discussion to categorize the ideas. Then when you synthesize your work, you start from the self-paced work. But again, you share with other people on what you came up with in a synthesis. Have an opportunity to provide feedback with each other and think about what you agree with, what you disagree with, and then finish up the final outcome. So in some way they'd also make sure that the workload is fairly equitable for everybody and then work within a group. So that's one of the ways that we proposed when we try to make group work, or more like collaborative activities, accessible. You know, like having, asking students to just collaborate, just take time, spend time, carve out the time like 3 hours a week out of your time and figure out how to work with each other. Sometimes you can put students in a position that they have to out themselves on accessibility. That's not a credible thing to do. We can be a little bit more prescriptive, but also help intentionally because in the end the collaborative learning process that we are trying to talk about is based on online collaborative learning principles, and there's a million different ways to do the same thing. It doesn't have to be that, work on your own. It's just here are the steps that I would like you to take. This is going to be helpful. This is going to be streamlined, easier to work. And there's a comment saying that "This is a clearer assignment than some I have seen when revising faculty design syllabi." I think being able to create clear assignments or being able to develop design, learning activities assignments, I think it is a really under-appreciated. I would say, in my opinion, professional skills. Unfortunately, some people who are specialized in research. Some people are specialized in facilitating seminars, and some people just specialized in developing instructions that are clear and concise and easy to understand, and those are different types of skill sets. And sometimes, many of us are being asked to do everybody for... everything for everybody all at once, and sometimes it's not the healthy thing. But, I totally see that, it's a professional skill. Okay. Thank you for your input.

Before going on a break, I just want to tie back what we did and to that digital literacy definition. Just going back to the definition that we talked about, the interest added to an ability of an individual to use digital technology and communication tools appropriately to access, manage, integrate, analyze, and evaluate information, and construct new knowledge and create and communicate. So I think based on the digital literacy definition that we talked about, I think we went up to say evaluate. So we know how to use ChatGPT to access information, and we know a fair bit about privacy implications and why we're using it. What's

the good use of GenAI? Now we have a produced outcome, and we're thinking about integrating into your learning experience that you're trying to design, and we just analyzed and evaluated.

Now, the last question that I'm hoping to pose here, you're free to answer in a chat is that, Okay, so how would you adapt it? How might you approach revising some of the gaps and issues that you identified here? It can be a prompt engineering. We can refine it, prompt to see if we get a different outcome, or we might just jump right into editing it and revising the assignments as well. Yeah, through both. Before going on to the break, I just wanted to close this Section 1, first part of this session by saying that, I think through this activity, what we just did is to practise digital literacy, practise as in some kind of exercise to learn. I think we just exercised digital literacy literally. This is essentially the format of learning activities that I'm proposing here through this workshop. Learning about digital literacy, topics can be anything. I just picked learning design because out of very few things that I'm qualified to talk about, learning design is one of them. So I just used this learning design as one. But through working with ChatGPT's output, there's a lot of good insights and points that we made about to what extent ChatGPT's output is good, and to what extent ChatGPT's output is not good or it's not useful for the proposed reason. And it all ties back to why you are using ChatGPT in the first place. I'm not sure if you agree with this, but I just want to leave it here to give you an opportunity to reflect and also take a quick break as well. Maybe, can we say 10 minutes and come back at 11:05 for the second part of the session. Okay.

Okay, everyone. Thank you for coming back. Now we're going to jump right into Section 2, which is essentially we'll be doing the same activity, but it's going to be self-paced. Semi self-paced, I'd say.

Section 2, I'll be asking you first of all, Quickly take about 15 minutes to work on your own design activity using ChatGPT. Let's pretend that you are an instructional designer who is having a writer's block. But you have some sense of the level of ideas about what to do. So we want ChatGPT to just generate first draft ideas and then go from there. And then the latter part, so after that, I would like you to have a quick breakout room discussion. Again, it's going to be 15 minutes. Depending on how fast we're going, we might have to cut probably 15 minutes will be good for the breakout room discussion. Again, if you don't feel comfortable going into the breakout room or you don't feel like it, that's fine. Feel free to just take a little bit of time to reflect on the discussion questions by yourself. And if you could just share your thoughts and comments later, that'll be awesome. Okay. So, okay. Here's the how-to, the hands-on section. On the left-hand side of this Google document, you will find a tab that says Section 2, so I would like you to move on there. And once you're there, just stay there. In case you lost Google Doc link, I just posted it again in the chat so that you can also find that there as well. Yeah, just quickly, just move on to Section 2 in the Google Doc. And here's what I would like you to do. Like I said, I would like you to just take one learning outcome that you have. Ask GenAI if you chose to develop a learning outcome, learning material. In your prompt, please add any additional information that you would like. Please take a moment to review and evaluate the

output. So funny thing. I was trying to break the writer's block when I was creating this assignment and I stumbled across a writer's block when I was trying to come up with a prompt for the ChatGPT. In case some of you might have experienced the same thing. I just popped in the example prompt from Section 1. So If you just want to adapt the prompt from the Section 1 activity that we just did, make some modification and then see if that makes some improvement on some of the gaps that you found in the original output that we just saw in Section 1. Please just feel free to copy and paste and use the prompt as well to see if you have any different output as well. We're going to take about 15 minutes to work on it. You don't have to go into the breakout room to do this, but just on your own, please feel free to work on that. If you have any questions, feel free to, just unmute yourself or put your comments in the chat so that I can answer as well. Google Doc, Section 2, hands-on activity part. We're going to take about 15 minutes for you to just work on the prompt and then review and evaluate that output. In case you're wondering, any GenAI tool of your choice is fine. Just be mindful about the privacy implications, but adopting this prompt that I just shared is not a problem. So, feel free to just ask ChatGPT, Copilot, anything that you'd like to fire out the answer.

So, while we are working on that. There was a suggestion that was in a direct comment. Direct chat to demonstrate what it might look like in the ChatGPT in case you are hesitant about trying. I am just going to do a quick demo with you. So here's what I'm going to do. So take suggestions from the previous section and I will improve the AI output and see if that works. I just want to pick up some of the... We have generated group assignments for a synchronized online course. Students asked to develop a marketing strategy for a small group as a group. The small business as a group. Provide an example scenario that marketing professionals could encounter and... I'm just going to pose it, stop and then I'm just going to add a little space. Please give step-by-step instructions on how to complete assignment, brainstorming, categorization of the idea building and give the role for each group member we take, activity. And please apply DL principles, make it accessible, and please make rubric clear. I'm just going to improve the prompt and see if that works. Well, it's a fancy table that ChatGPT generated for us with a rubric so it's interesting. In case you wanted to see the output in full, I'm just going to pop that in the Section 1 of the Google Doc as well.

So it's a little bit earlier than I promised. I just wanted to quickly mention one thing. I think I'm going to skip the breakout room portion and then jump straight into a general discussion. As a group, we're going to just talk about what you thought. You can pass it in the comments or feel free to unmute yourself and then jump in and talk about it. I noticed that not many people joined the breakout room, and maybe in this group audience today, you might prefer to just talk as a group of people. So here's what I can do. So yeah. Going back to the hands-on activity, if you could share. If you could just share what you thought about the output you got results of output. Let me know, and we can talk about that in a comment or unmute yourself. Yeah. There's anything that you, whether you like the output that you got from activity or. Juliana mentioned that you had to re-prompt to get the results that I needed. What are the kind of gaps that you noticed in the output? What prompted you to re-prompt a lot?

JULIANA:
So I'm just going to unmute myself because I think it's easier to talk. Sure. So what I did, what I asked ChatGPT do was to create an assessment where students needed to use different, do different sort of experiments with different kind of chemicals and microorganisms and determine what kind of sterile safety equipment to use. So when I did that, one of the big things... Initially, I asked for it to produce an assessment like that, it just gave me the instructions for the assessment itself without the case scenarios. So then I had to ask, which is something like if you tell a human to do it, they would automatically put case scenarios in it, I find. And so I had to ask, can you please put in case scenarios, and it did. But then when it generated the case scenarios, it actually provided the answers within the case scenarios, Like it doesn't understand that that it's actually providing answers within the case scenarios. So I asked it to revise that, but the AI just did not understand how not to do that.

HAJIME:
Yeah, would you mind sharing the original prompt and then so that everybody can.

JULIANA:
Sure I'll just put it in the chat there.

HAJIME:
Yeah. Great. But, yeah, I think you brought a really, really great point that I definitely equal your experience as well in many times that when I ask ChatGPT to do something, the result that I get is not what I'm looking for. It challenges you to think why ChatGPT thought that was the appropriate answer to give. Sometimes that makes re-prompting really, really frustrating experience. Create an assessment for this and also by a section that they will at least provide rubric and [inaudible] This will be a group project for 15-minute presentation, physical assessment for this. Yeah. Thank you, Juliana.

JULIANA:
No worries. And you mentioned, starting the role and things could do it, but still maybe missing the way that it is in class. Either you can unmute yourself or comment. Would you mind elaborating, what are the kinds of things that you notice that are missing?

PARTICIPANT:
Yeah. So when I look at things, like even I asked to create a rubric for it, the rubric was very, very general. I mean, what a great starting place for me, and then I can go in and add the language that we're using in class. But anytime you ask it to do anything, it feels still just attacking at that general level. I had to go in and physically say, "Well, this needs to be worth more, exactly this much more or hey, can you make sure when we're talking about a thesis, we're talking about specifics in a thesis that we're looking for." And it still gives me really general things. I was like, "Okay, can you add this to one of the things that we're looking at?" Which again, it's a great starting point because then I can go and put in the language that I

might be using. But it always seems to defer to that, I'm going to capture as much as I can wide net in the generalness of the language.

HAJIME:
Yeah. I really like how you said it at the end. Try to capture as much as possible in several ways. Yeah, I definitely see that. Oftentimes because of that, it ends up being, instructions end up being very generic and doesn't quite get the details that you're looking for or even the details that the students might need for them to be able to do the assignment. I think it's this diplomacy that sometimes a lot of times that GenAI doesn't quite understand or be able to exercise. Feel like one of the things that I learned from copy editors, talking about ChatGPT is that one thing that the ChatGPT or GenAI cannot do is to practise diplomacy, understand the audience, what audience needs to hear and present it in a way that is appropriate for them, so that that they going to receive well. That's one of the things that they find really, really very frustrating with something that the GenAI doesn't quite do well as well. Anything else? Yeah.

Before moving on to the next section, we have about 5 minutes. So why don't we just look at the result that we got from the section to activity when I was doing a quick demo to ChatGPT. So in this instance, I updated a prompt to capture some of the comments that you had. So we talked about how it's missing the step-by-step guide, how it's missing the evaluation criteria. So I also asked them to make this assignment accessible using UDL and make this assignment. What else did? Oh, yeah, step by step, following the brainstorming, group discussion, group collaboration. I posted in a Google Doc and that's what I'm showing right now as well. If you want to open in a Google Doc as well. You're to just comment in a document or comment in the ChatGPT, but I just wanted to point out one of the things that I thought was quite interesting as how ChatGPT try to, ChatGPT try to incorporate UDL. And it's quite interesting. It makes it sound like accessibility is an afterthought for ChatGPT. So I think we need to be able to either engineer the prompt a little bit better for it to incorporate accessibility into the different steps of the activities or even being able to not put that on students to take accessibility to consideration. When you talk about multiple means of engagement, it does adapt the UDL for the purpose of assignment instructions, but because of the way that I think it was phrased in the prompt, make sure you incorporate UDL. It is a different section sort of afterthought and it puts on students to provide different ways to engage in assignments with each other. Again, it's just like figure it out with each other. We can, and it's really, really difficult, hard to see if it's even accessible practice as an educator. A lot of flexible group communication formats. Well, what formats are there? What are the options that we can give as an educator? I think that's the area that really humans have to step in to be able to make the learning accessible as an educator for us. Multiple means of action and expression. Again, group members choose how they wish to communicate a final product. It's almost like turning it into the facilitation guide/ what students have to do for themselves to make it accessible. Yes. We need to practise empathy, whether you are an educator or learner, to work with each other collaboratively. But the output that ChatGPT, put in in terms of accessibility, just became really generic and gave me the impression that's a little bit of an afterthought. Do you have any other thoughts on that aspect? Do you have any other thoughts? I'm just going back to the chat to see. Laura

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mentioned in adding more. "Anyone adding more and more specific prompts? ChatGPT gave more room for thought and more detailed starting points and references." Yes. I think, I agree. I think being more specific and then allow it to give us more things to work from so that we can synthesize, revise it, turn that into the workable assignment or assignment that works very well. Gwen mentioned, "Has anyone ever tried different prompting techniques to see how that change? I feel like sometimes finding ways to develop protective and creative prompts is really the key." That's a great point and something that I'm not super familiar with, but Gwen, maybe would you be able to elaborate a little bit on different prompting techniques that you have, if you care to chat?

GWEN:
No. Not like different prompting techniques, but I feel like every time when we interact and if we start out with a pretty like, they call like no-effort prompting, very simple prompting, then it comes out pretty generic. Like most of us, experience or observe the output. But if we put more effort and time into this and for example, act as if, or you provide a bit more context, then it seems like it comes out like the output comes out a bit different. Maybe a bit more like with details with context, and then it gives you a step further down the road so that you can continue, develop or go from there. There's a bunch of materials related to promoting literacy out there. But the one that I usually go to, I think Harvard University. They've got "Getting Started with the Prompting," with those GenAI tools. But I know out there some institutions have developed some ways to help educators better interact with those tools. If you have something, you can share that result with us. But the one that I usually go to is this one, the Harvard University, Getting Started. Yeah.

HAJIME:
Okay. Well, thank you, Gwen. Thank you for sharing the resource. I'm definitely interested and I will take a look through this session, but you mentioned that the different prompting techniques and which ties into this rubric that we have here. In the past, I try to get a bit of help with getting started with creating the rubric. One of the things that I wanted to, what I noticed is that when the rubric puts together the criteria, sometimes it doesn't necessarily align with the grading scheme of the university because A+ at UVic, A+ is given to exemplary work or going above and beyond expectation in creating reasonable insight. That's A+. Then there's a B range, which is more or less like you know, like met the criteria or the objectives of the course very well, and then C, there is little room for development, but roughly you met the outcome and then goes on and on. So one of the things that's important when we design the rubric is to make sure that we're in the rubric that doesn't have anything that goes against the grading, spirit of the grading scale of the university. So, for example, if I say target audience, if it's clear in detail, well-researched profile is a rubric. So what's given full marks for this particular criteria, we really need to ask ourselves, is this actually A+ aligning with the spirit of the A+? Is this going above and beyond on the criteria? So which goes back to the engineering prompting technique where you can ask ChatGPT to reference the grading scale to adjust the rubric, to make sure that the wording doesn't contradict itself with the grading scale. And that was quite helpful.

Julian, you mentioned can I share an observation with respect to prompts? Yeah. Please go ahead.

PARTICIPANT:
I totally agree with you, though, about the rubric, you do need to check on the wording to make sure that Excellent is excellent and Needs Improvement actually looks like needs improvement, so I totally agree with you on that. With respect to the prompts, this is just an observation that we had internally. Sometimes we're trying to use ChatGPT to do simple things like respond to formatting, for instance. And what we found was that depending on the day, even though you give it exactly the same prompts, you would get different results. And it seems to be inconsistent. Respond as formatting is quite straightforward. It has its own little, I guess, rhythm to it. And you would think that that's fairly low level and ChatGPT should be able to do it consistently. But we've been finding that there are errors that are being introduced there. So it really does make me kind of question the larger prompts that we put in, for instance, with respect to assessments, and it really emphasizes, at least to me, how we need to validate what is created.

HAJIME:
Yeah. I agree. This validation part is definitely. Yeah. It's hard. I mean, I think one of the things that we can say and, I hope we can agree on is, that if we're putting out there with the help from GenAI , that we really better be prepared to stand by what we are putting out there. We can't just say, Oh yeah, that's what ChatGPT came up with. Well, we put your name on it, and then we put it out there, no matter how much help you get from GenAI, we still need to be able to prepare. We need to be prepared to stand by what we're putting out there. It's a human that really needs to be accountable for the work that we put out. Okay. Any other observations or thoughts?

One of the things that I was hoping to talk about is that after this hands-on activity, I was hoping to ask, what are the general challenges that you have with ChatGPT in your experience? Free to unmute yourself or I just put it in a comment section. It's very confusing. Scroll things without really realizing. What challenges are you having with the use of AI right now? So the third question, which is not necessarily tied to the hands-on activity, but about general experience observation. "Re-prompting and releasing ChatGPT does save time." Yeah. I totally agree. Sometimes you could spend hours trying to think about what might be the best way to re-prompt or even try to revise what comes out. "Frustrated with the poor revisions, often it tosses out the stuff without fixing the bad stuff." Yes. It's really hard to communicate what you wanted to retain. But it seems like GenAI has their own perspective on what's good and what's bad, and "Questions around academic integrating ChatGPT." "Can't use it with real-world data that I don't have the 'right to'." Yes. It has to be, we need to be absolutely careful about what we put in the GenAI. No matter what privacy policy might say, we don't have any bad intentions on the use of data, but once you put something out there, then it's going to be part of the data at some point in the future. And it is fixed around GenAI. Thank you.

And this is going to be a nice segue into Section 3, which is a general discussion. The reason why I just created this section to have a general discussion is that I looked at the takeaway that you were hoping to get out of this session. There is a clear division between the learning designer side and digital literacy side. We spoke a bit about the learning design. I'm going to shift our attention a little bit more on the digital literacy side, and what makes use of GenAI appropriate or reasonable. Here's what I'm going to do. In this section, we'll pick up and discuss some of the points to take away so that what you put out in the registration, I don't think we can go through every single one of them. So we've picked up a couple that seems to tie a lot of things that you were wondering about. First part, we'll ask a ChatGPT to answer first, and then we will create the answer. So, I don't have an answer to the questions or at least I don't have a sufficient answer to the question that you might have. So we're going to ask ChatGPT and let's critique each other. That's the activity that we're going to be doing. We're going to start with the first question.

What are the best practices for teaching AI literacy? And you will find the answer by ChatGPT in the Google Doc. I already baked it in my cooking-show style. I'm just going to repost the link to the Google Doc and it's in Section 3. And if I were to give you a heads up, it's going, it's quite generic and as generic as it can be, definitely that's something that we absolutely want to take a look to make sure that we're happy with the answer or if we agree with it or not agree with it. So let's critique it and accept that as a definitive answer, but let's use it as a talking point to discuss the question. What are the best practices for teaching AI literacy? It's in the Google Doc Section 3, and you will find the answer and I'm just going to move it here. So one of the best practices for AI literacy. I'm by ChatGPT, I'm not going to lead about everything. ChatGPT gave me a 10-point sort like a bullet point I saved about how to teach AI literacy. Like I said, we're not going to take this as a definitive answer ,but we pick up on different parts and think about it. And one of the things that ChatGPT suggested was to incorporate ethical and social discussions, which is a theme that came up early in comments as well. I'm just going to drill down, nail down even further and it talks about biases and fairness. And I think there's a lot of concerns around biases in the data, you know, as we know. And I just wanted to take an opportunity to talk about AI biases and issues or even lack of fairness even. So in the comments, would you mind taking a moment to pause, what biases do you know? If you could be a little bit more detailed on the kind of biases and issues implication that you have. That'll be great. It's in Section 3 of the ChatGPT's answer. If you want to see the full answer. Christina mentioned, "I asked you to draw a picture of a student and it gave me a male in a suit." Yes. This is... It kind of equals with some of the issues that people on Reddit, I think posted that you basically asked ChatGPT to draw professors from different discipline areas. And it was very racially biased answers as well. So when it's asked to draw a picture, it definitely does have biases, and it doesn't necessarily want a fair representation of a diverse group of people. Do you have any other examples of I biases? I don't. So if you ask DALL-E to create an image in the kitchen. Often you only get male casts. Oh, that's really interesting. Yeah. "Image of the doctor. [Inaudible] "Cultural, predominantly Eurocentric thinking." Yeah. I think, Tracy, you summarized it. Oh. "Understanding biases, understand how such tools work." "There seems to be a bias toward information producing English and all that in devices." Yeah, Laura, that's a great point. I

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think inherently, there's a bias in framing data that AI consumes and when AI is given specific set of information to work from then oftentimes it is, you know, that they have to come up with a sufficient "answer" or not sufficient, but seems kind of reasonable answer based on the results that you have. And how such tools work. Thank you. "Why don't we ask ChatGPT for some of the help?"

Yeah. I'll just quickly Google if there's any interesting thing that we can talk about, but I couldn't really find. Let's give an example of AI biases. So are you seeing the Ca ChatGPT screen now? You could just. Yes. Okay. Great. We give you an example of ChatGPT biases. Racial recognition bias.

GWEN:
Around recognition bias, actually, in the session last time. I remember when Ian shared like the YouTube videos, when the student was trying to assess the exam. it failed to recognize the student because of their, you know, like skin. So and also a lot of examples out there related to the bias in the algorithms in the data training as well embedded in those machines.

HAJIME:
Yeah. No surveillance. But AI tools that basically use facial recognition for say proctoring purposes. There's a lot of concerns and questions around false positives on the cheating and plagiarism that it's trying to detect. So really facial recognition biases thing, and I think that's really definitely part of the ethical concern. Particularly has a lot of implications for educators. Well, that's a great point. One of the things that I found it really interesting is that the way AI tries to detect an AI written essay assignment. There's a lot of false positives and false negatives. It's really to do with the way AI is fed with the training data and being able to detect it, but doesn't necessarily give you the definitive idea, and yet a lot of people want the AI solution to detecting plagiarism. Otherwise, they're going to have to spend a lot of time going after people who cheated in essay's assignment. "And understanding biases, understanding how such tools work, there seems to be bias toward information producing English and all that implied to further on cultural, think of other ways of knowing, including things like how some cultures learn in the digital written way." Yes, there are a lot of things that exists outside of digital world, and that's part of our society world and culture that we live and unless it's digitized, GenAI doesn't have an ability to take that into account and take it as a part of training data to producing a reasonable output and outcome.

Yeah. Now, I'm just going to switch back to the slides and then talk about a different question, which is, how can I as an educator meaningfully and responsibly use AI to harness learning? That's another key question that was asked and I hope for takeaways, and I'm just here and going to share the answer here. I just go ChatGPT again pre-emptively to generate the answer. And we're going to again. "As an educator using AI meaningfully responsibly to harness learning involves selecting appropriate tools, maintaining ethical focus, enhancing student engagement, learning outcomes. Here is how you can approach this." And it talks about automated formative assessments: provide immediate feedback on student assignments, helping learners

understand mistakes and improve their work in real time. These tools assist you by automating grading tasks, allowing you to focus on higher level instruction." So what do you think about AI tutoring service or AI tutoring, even AI feedback giving? Do we agree that the, you know, AI what are the strengths of the AI for providing feedback for students? Feel free to put the comments or what are the weaknesses even? I'm just going to it's too much to t. Sounds good. I just think a lot of students in my experience, who are using AI are not using it because they're looking to get better. Yeah, that's a great beautiful dream, but it's not reality. Students are often using AI because they don't have the skill set or they don't want to put in the work. I find it's usually that the skill set is not there. They're in something at a higher level than they should be in. I mean, some students probably are using it, but that's my first issue with it, and my second issue with it is, is it self-serving to AI? Are they just using all this data to become more human and then creating more of an issue for me as an instructor down the road. At least that's my conspiracy theory.

HAJIME:
I don't know. But I think a lot of educators share what you just shared. the thought that you shared, but what gives you the impression that a lot of students who use AI are not necessarily trying to get better at some tasks. What are the kind of signs that you noticed?

PARTICIPANT:
Well, for me, what often happens and I was just chatting with someone in one of the breakouts. The voices of student writing has very much changed in the last 12 months. It's all the same voice now. I'm not hearing individuality. And so our approach is, hey, This doesn't really sound. Some of your stuff reflects maybe something that's created by AI. Can you book a meeting with me? And in that one-on-one conversations, it's very clear that they're not at that level, or if I ask probing questions. So that tells me that all they did was take the assignment but actually often they'll admit that that's what they did. I said, Okay, but this is not what we're looking for, and we have to have a talk about all of those things, but it's basically validated on what the students have reported back to me.

HAJIME:
Yeah. I'm so sorry that you have to go through all of this because, you know, like I think you're, for educators, it's really stressful to be lied to when you're playing a lot of work to make sure that the students can learn and then take as much as they can from the learning experience, and then they just ask generative AI to do the student assignment for them. Yeah. Yeah. I mean, it is a difficult question to ask. Sometimes people need to learn what computer does better than them, and sometimes that's part of the assignment, and that's part of the learning process. And it's easy to say redesign your assignment to make it more AI proof. But the reality is that it's really difficult. Sometimes some of the methods and approaches are deeply rooted in that curriculum and that we have to work with. I think that's one of the real challenges when it comes to academic integrity and AI. Juliana, go ahead.

JULIANA:

To add on that, the other experience that I've been told by some of our instructors is that the students want to get the best mark possible. That seems to be the thing. It's sometimes we might think it's taking, doing it in a faster, easier way, but they're trying to use AI to get the best mark possible and not necessarily that's partly because we don't really emphasize what actually happens out in the workforce, which is learning from failure, iterating and all that stuff. We just don't do it in our school systems as much as we should. But I think that's part of the problem where we don't emphasize that type of learning.

HAJIME:
Yeah. Thank you. I think definitely one of the biggest concerns for us educators is really that how ChatGPT or GenAI seems to be giving a shortcut, but is it actually a shortcut for them? Isn't that bring themselves up for this failure? That's something that makes me... But you mentioned that students use GenAI to say, get a best mark possible. But if pretending that the you don't know that that's ChatGPT's work in a mark it as an actual assignment. On average, do you think that it's an A+ paper that you're getting? Forget about that? JULIANA: Oh, no. No. It never is. It never is. With our marking criteria, I usually say it's about whatever it produces is a 2 or 3 out of 5 at best.

HAJIME: 2 or 3 out of 5.

JULIANA:
Yeah. So that's why. Yeah, that's why I think it's a starting point, and if you want to make it a 5, you got to add that human touch.

HAJIME:
Yeah. Okay. Maybe that might be an interesting comment that, but for those of your educated teachers, how would you rate the How would you rate that the learners sorry, ChatGPT's assignment, on average, how would you rate that like out of 10? Post in the chat if you were to grade the ChatGPT's work without knowing that it was written by ChatGPT, and if you have to aggregate that mark, how would you rate it out of 10? "4 to 6 range." Yeah. So it's a passing grade but not great. "6 at the most." Yeah.

GWEN:
That's a really good question, Hajime. And the research out there and saying that usually those GenAI outputs, it could, it could come to like B–. But then we as educators, I think it is important for us to bring out the question why, like you said, the same way that the Internet used to change the way that we approach knowledge. Then those platforms actually are the point for us to consider and then help the students to know that, change the way that we think. So if those machines can do a B– work, in what way that we can develop that B– work and get better, and the same way as we think about tutoring machines, and we have those tools available out there, the same way that we go like the weight room. There's a bunch of tools out there, but if we don't do the work, then we don't get our muscles developed. We don't get, it would not be developed. It's really good implications for AI literacy in this, I think.

HAJIME:

Yeah. For sure. AI tutoring or the feedback that I give, one of the things that I probably should mentioned that though the output that ChatGPT generated mentioned a specific product, I'm not necessarily against giving students feedback using GenAI or GenAI tutoring power. One of the things the research suggested is that GenAI can be used really good to target the metacognitive skills for the learners when the metacognitive feedback that targets the metacognitive skills, and that can actually help learners learn better. I think that's one of the things that is also a strength of AI feedback, but also at the same time, AI doesn't necessarily affect and it's going to be really difficult. And then if AI is producing assignments for learners, then learners won't learn anything. And unfortunately, that'll produce work that is going to be probably B+, B– at best, like other colleagues mentioned here. So which I think we have only one more minute. I just want to close in reflection. One of the things that I was hoping to just type back is again, going back to why. I think from the examples that you mentioned at today's session as well. I think students don't necessarily understand what ChatGPT or other GenAI tools can do for them and why it's useful. What's a good reason to use it? Bad reason to use it and why do you use it? I think that's something that the day really needs to be challenged to think about. So in that sense, I think exercise like this starts from why you're using it. Does it serve the purpose? Does it sufficiently produce the outcome that you want? Asking that question, challenging them to think about that, I believe is a first step for teaching AI literacy. So that's my closing reflection. But we talked about a lot of things, and I hope today's session was an opportunity to think about learning and design, digital literacy, and GenAI. One of the things I wanted to leave you with is how might you adapt today's learning activity in your teaching and learning. How implies there is a why aspect. So if it's even useful, if not, that's okay. If there's anything that you want to share, by email, feel free to reach out to me. I'm also on LinkedIn as well, if you want to connect. I'd love to hear your thoughts as well. So thank you, everyone. And please if you have the time to please complete a brief survey about today's session. Thank you, everyone, for staying here and then talking about digital literacy and GenAI. I really had a great time and enjoyed it, and thank you, everyone. So, I hope you have a great afternoon.

GWEN:

Thank you. It's a great session. Yeah. Thank you, everyone for staying with us till now, and our next session is going to be on Canvas AI. Looking forward to seeing you there.