



Loving the robot

Preserving
student's creativity
in the age of
generative AI



Our objectives



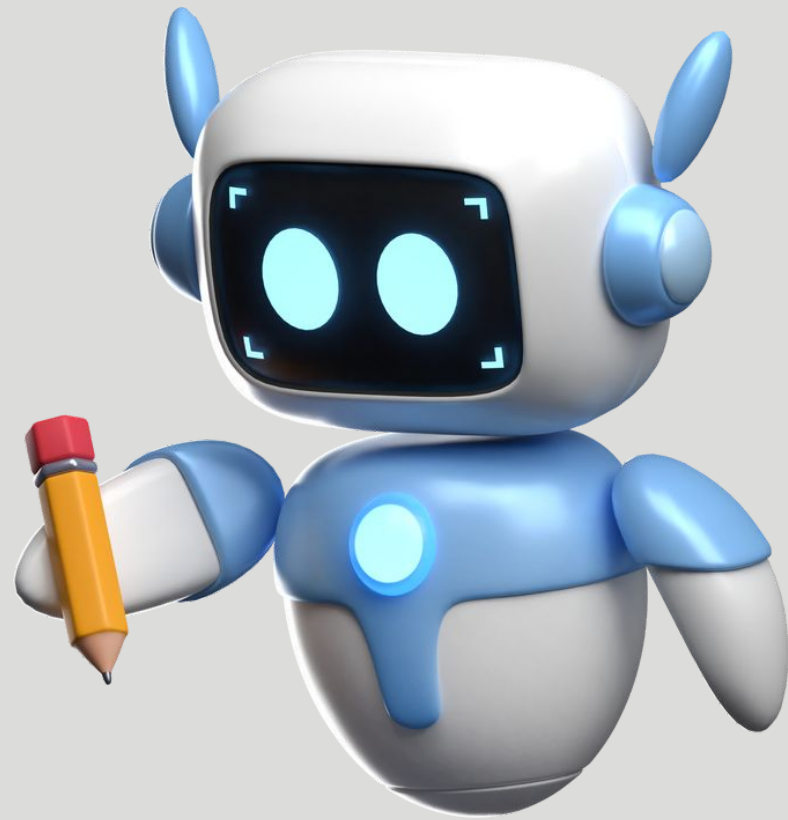
- teach students to use AI responsibly

- make the process visible as a dialogue between student and AI

- offer students path to autonomous use of AI

Our project

Design a practical method for making visible the student writing process mediated by AI



Key concepts

1

preserving
originality

2

cognitive
offloading



3

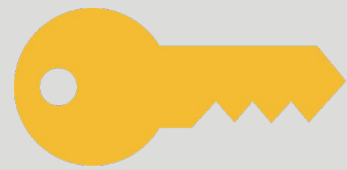
metacognitive
enhancement



Preserving student creativity



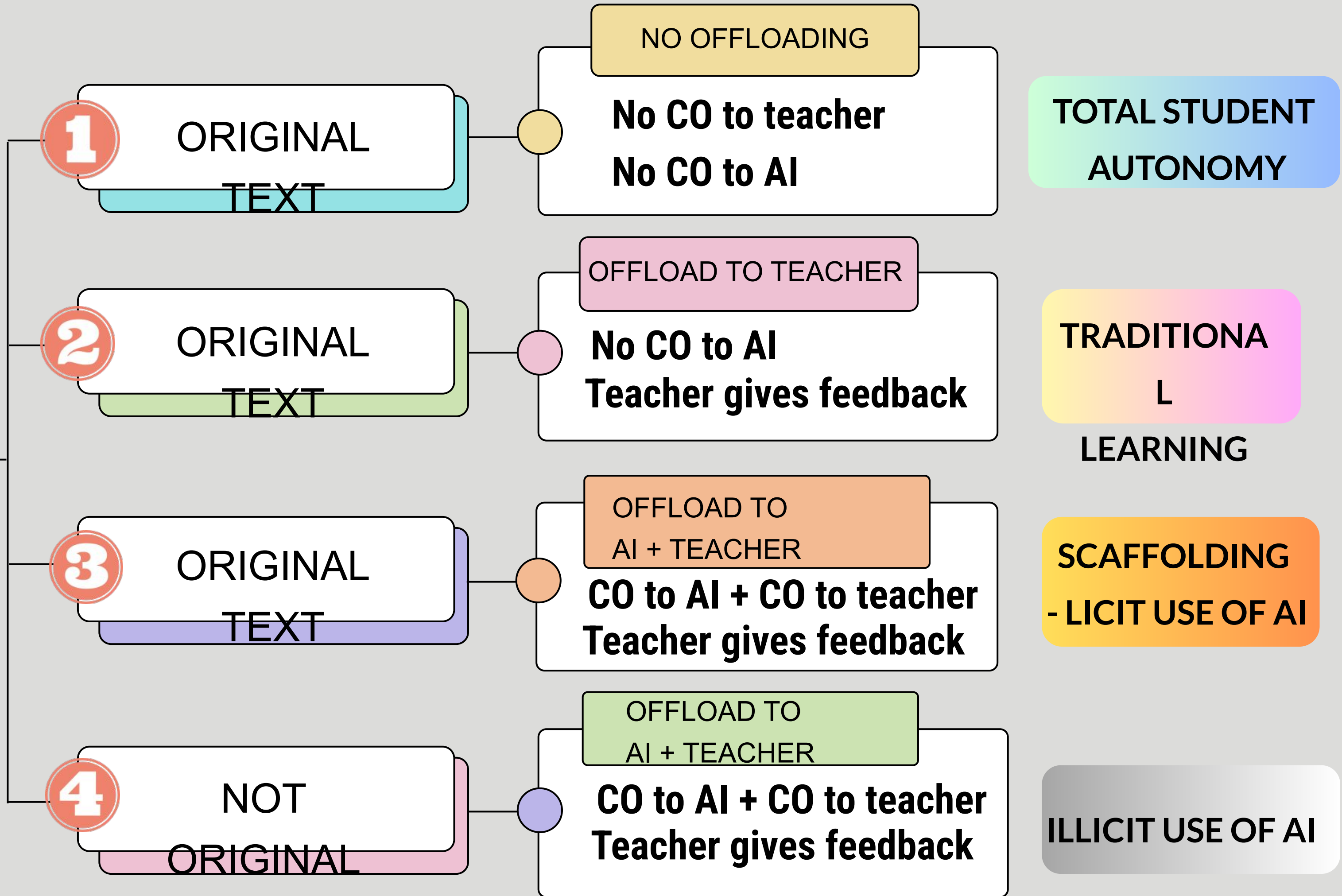
2



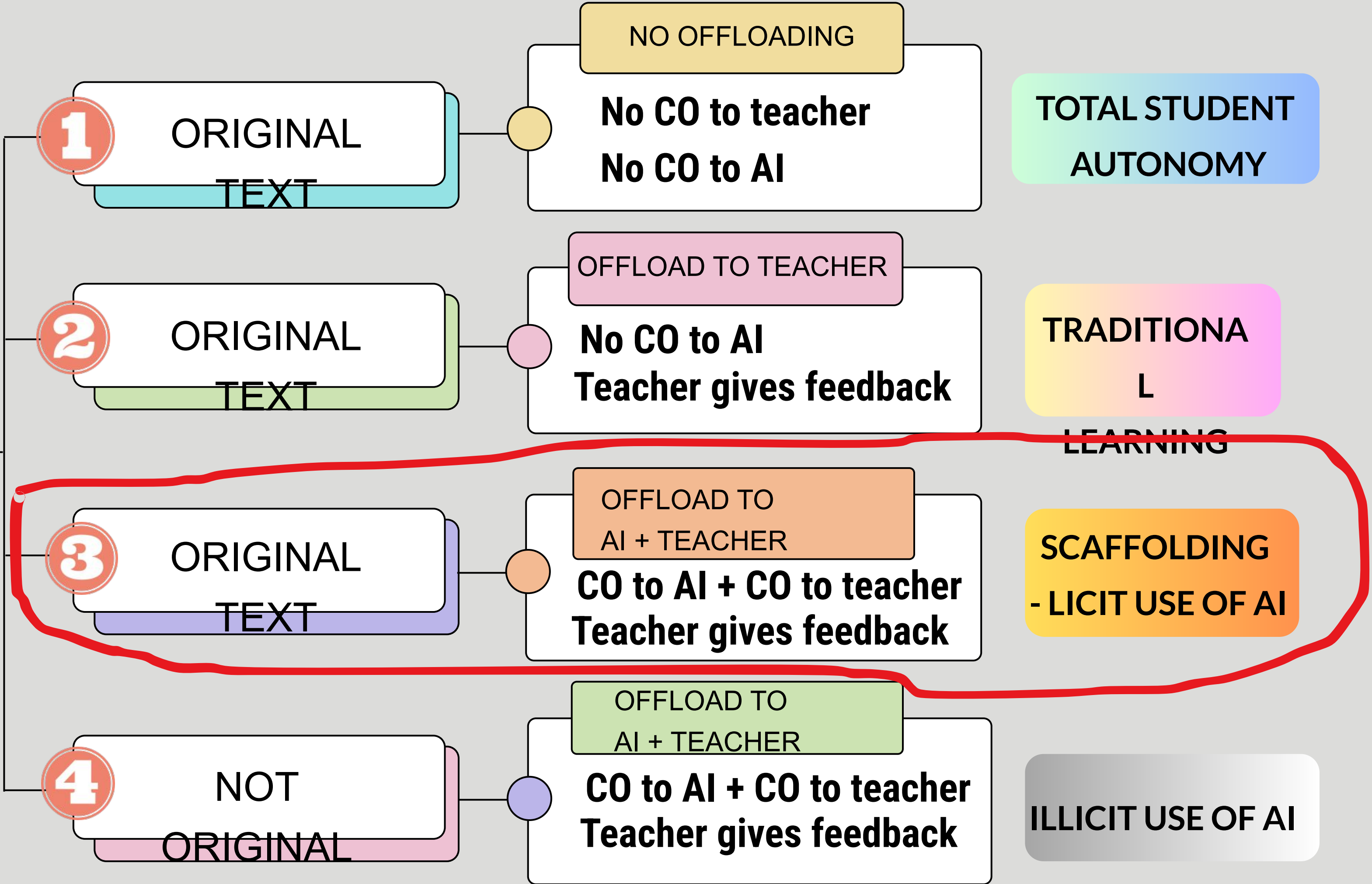
Cognitive offloading



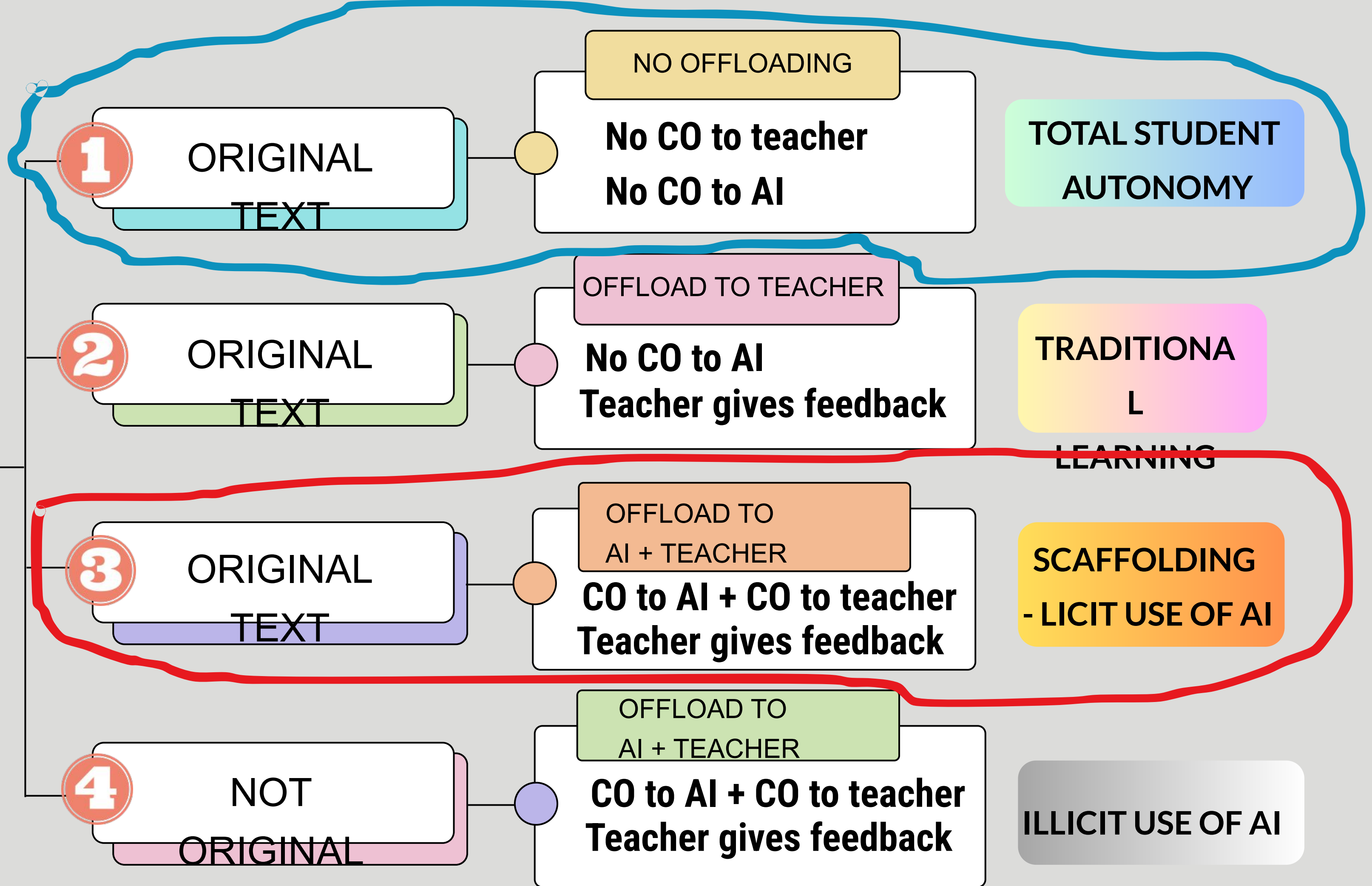
COGNITIVE OFFLOADING



COGNITIVE OFFLOADING



COGNITIVE OFFLOADING

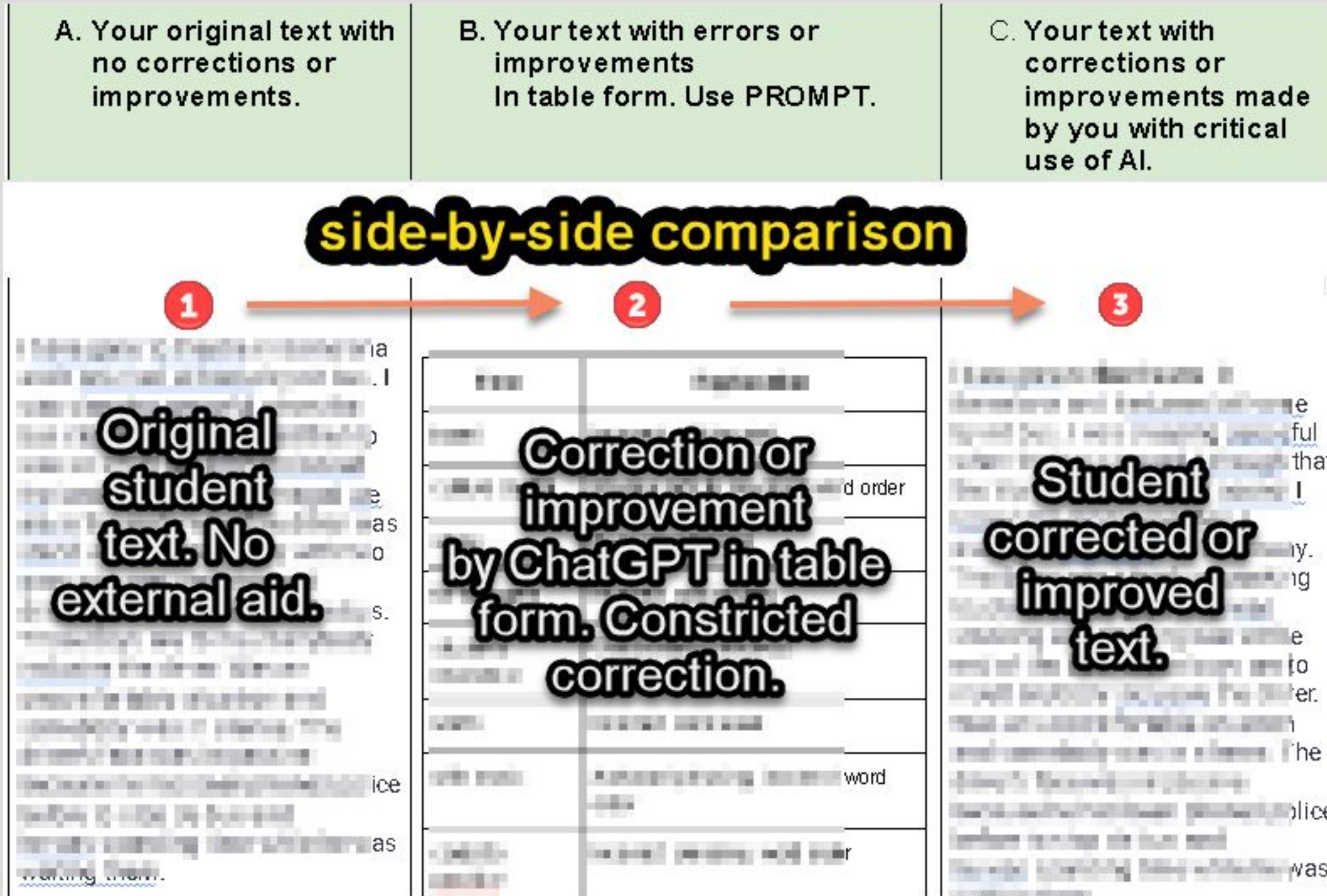




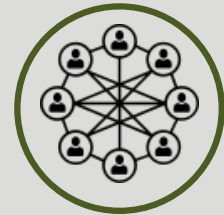
Metacognitive enhancement



Metacognitive enhancement -visualizing the process.



Implementation model



SCHOOL POLICY &
PROTOCOLS ↓



AWARENESS
RAISING ↓



GUIDED USE
↓



FEEDBACK
LOOP

Implementation model



SCHOOL POLICY &

PROTOCOLS

Esteu a punt de començar el mòdul **XXX** al campus de l'IOC per obtenir la certificació oficial de l'EOI
funcionament de l'aprenentatge en línia.

Per poder començar les activitats, heu d'entendre i acceptar els compromisos següents, imprescindibles per al bon

Em comprometo a realitzar les activitats per mi mateix i no fer un ús indegut d'eines d'intel·ligència artificial.

Soc conscient que l'incompliment d'aquest compromís implicarà la pèrdua del dret d'avaluació sobre el mòdul. 

Accepto el compromís d'honestedat.

Implementation model



SCHOOL POLICY &
PROTOCOLS

Also:

- **attribution formulations**
- **protocols for detecting and addressing improper use of AI**
- **protocols for proper use of AI**

Implementation model



AWARENESS

RAISING

Which is the best text?

Text 1

We decided have lunch in a restaurant near principal square of Vic. My girlfriend had ordered a focaccia and I a burger. We had decided share our meals.

Text 2

My worst experience with a meal was the celebration of my wedding.

We contracted a little but very expensive restaurant of Lleida. We chose a menu with

Text 3

The occasion for the meal was a special family gathering to celebrate my cousin's birthday. It took place at a cozy restaurant by the seaside, which was known for its delicious seafood dishes.

Implementation model



AWARENESS

RAISING

Board 2: students' reaction

What does the teacher say to the student? ✕

Do it again!

Maybe the teacher should tell the student to repeat the task.

✕

Invalid work

Well, I think the student didn't respect the rules and his work was annulled.

✕

Failed work

The work is failed because the IA can't be used in the cours

✕

Any good uses for ChatGPT for real learning? ✕

Grammar

Ask it to explain a grammar point like the seond conditional, with examples. You can even say 'explain it to me like i am a 10 year old'!

✕

Checking mistakes

I don't know about this program, but I think could be a good tool to check your work or find expresssions or words that you need to express something.

✕

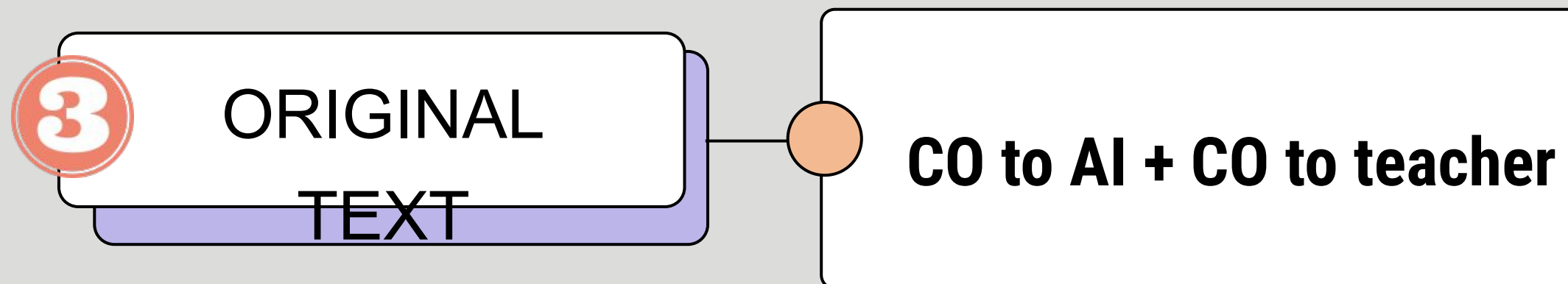
Learn vocabulary

Could be good to search the meaning or definitions of

Implementation model



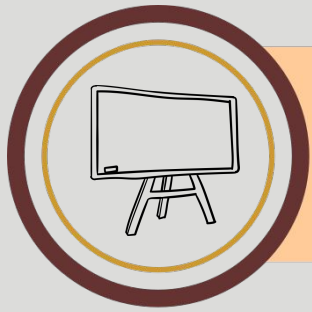
GUIDED USE



SCAFFOLDING
- LICIT USE OF AI



ONLINE



FACE TO FACE



A2



C1



POLICY



NO FORMAL POLICY



DEMOGRAPHIC: 40+



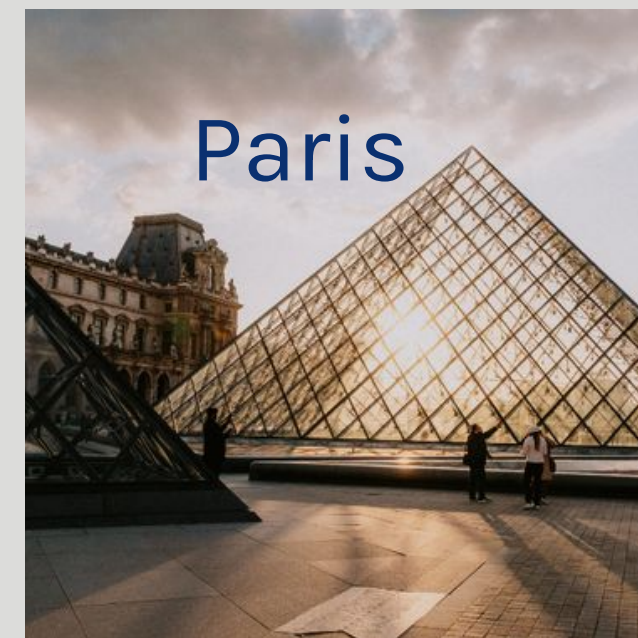
DEMOGRAPHIC: 30+

But we approach the issue in the same way

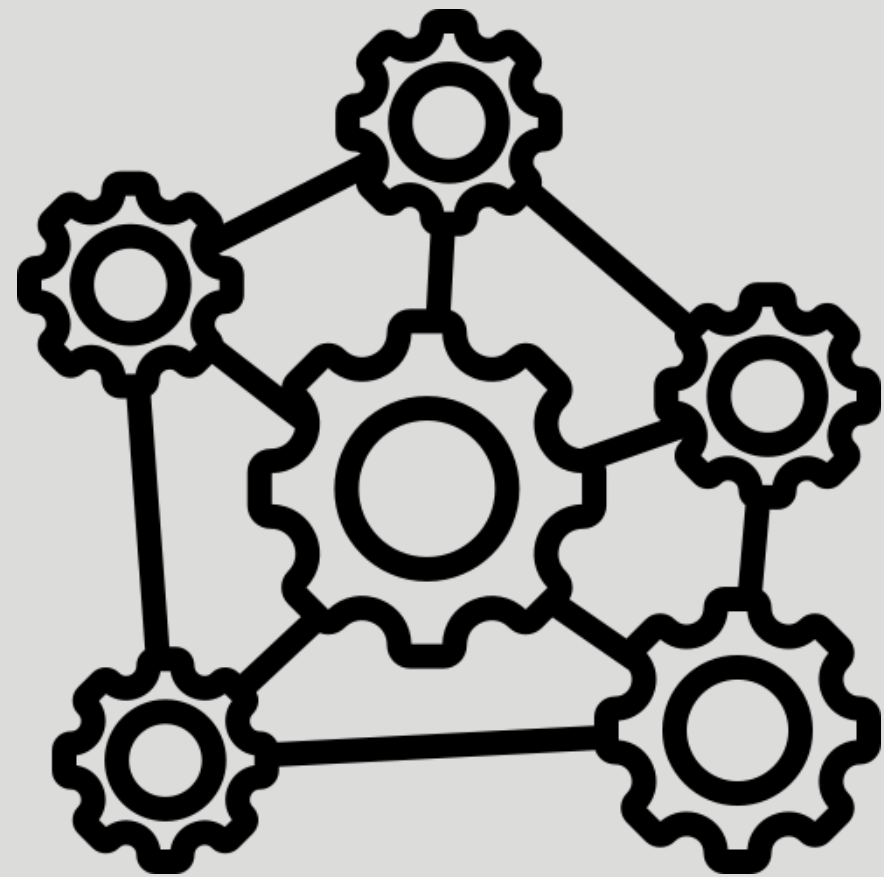
Example written task : EOI IOC



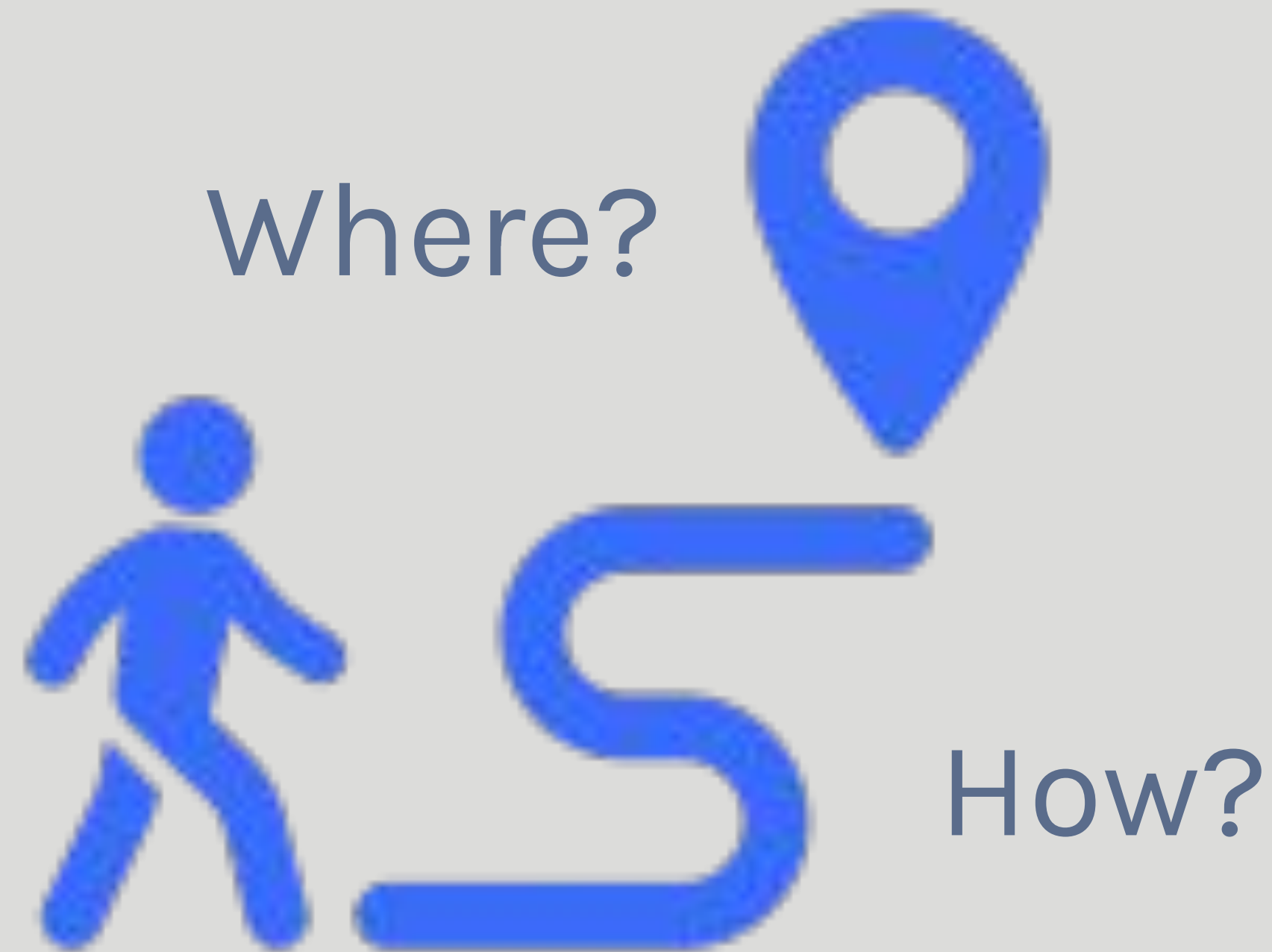
Task: Lost in a city. 12 variations



Mapping the task



A complex task



Where?

How?

Where?



Task creation



Task improve



Task delivery

How?



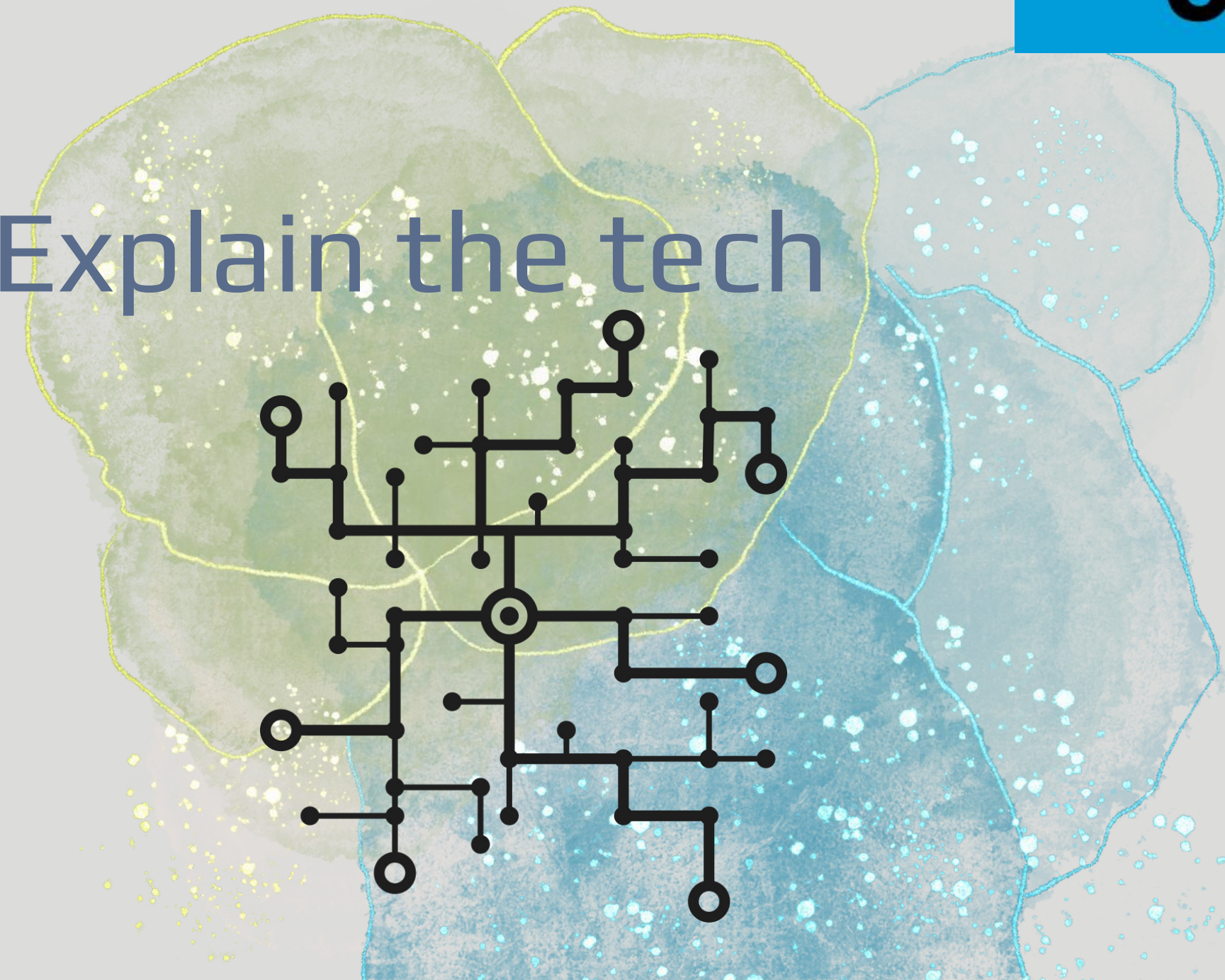
eo
o
c

Explain the task



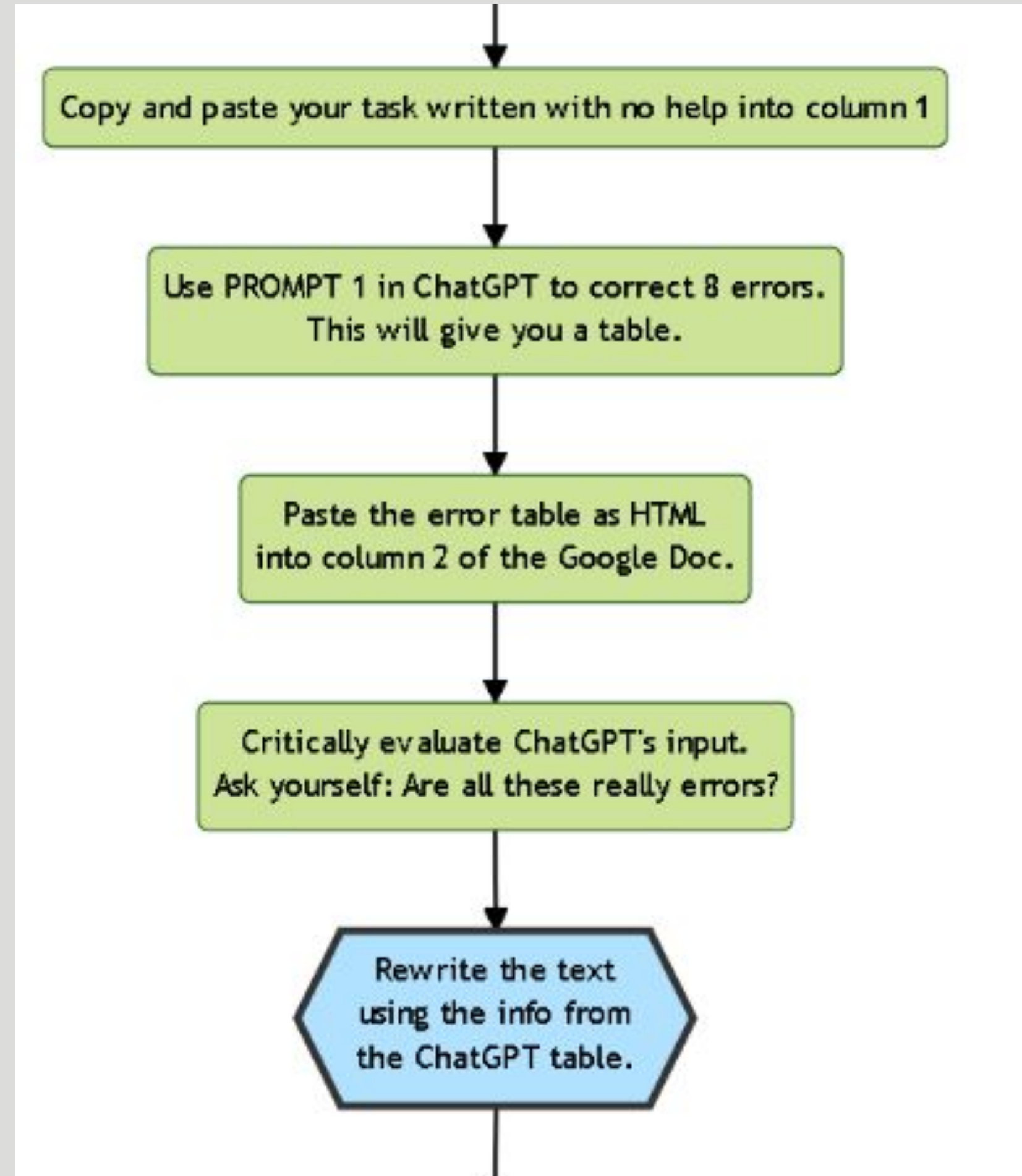
what to do in each of
the places

Explain the tech



how to use the tools

Explaining



Explaining

The screenshot shows a video player interface. At the top, a black box contains the text "Com fer Practice Task 1". Below this, the video content displays a course page with a breadcrumb trail: "La meva pàgina inicial / Cursos / Mòdul anglès A2.2 (28)". A blue button labeled "Activa l'edició" is visible in the top right. The main content area is titled "General" and contains several interactive buttons: "Course Calendar", "Dictionary", "Conversa", "Contact", and "Resources". The video player controls at the bottom show a play button, a progress bar at 00:02, and various system icons.

Prompts

PROMPT 1 : ERROR CORRECTION

INITIAL INSTRUCTION: Do not comment on this prompt. Simply execute it.

WHAT: Find and bold eight errors in the text that follows the word Appended. These errors should affect the text's understanding and correspond to A2-level CEFR errors. Ensure that the error labels accurately describe the type of error.

PRESENTATION:

The errors will be presented **in a table**.

Create the table with three columns:. The error within the fragment **MUST** be bolded.

Column 1: fragments of the text with the errors bolded

Column 2: Error labels -not the corrected version (e.g.,word order, wrong word, wrong preposition, tense, awkward phrasing, comprehensibility, grammar, verb agreement, missing preposition, wrong use of modal verb, etc.).

Column 3: the corrected version of the error

Note: **DO NOT** provide corrections for the errors in column 2, only label them. The corrections are in Column 3.

Prompts

PROMPT 2: LANGUAGE ENHANCEMENT

INITIAL INSTRUCTION: Do not comment on this prompt. Simply execute it.

TASK: Introduce 6 modifications to an ESL student text that will come after the word **Append** in this prompt.

Specifics: Enhance and improve the fluency and lexical richness of the text.

Highlight in bold the 6 modifications made. This is NOT about correcting errors - it is about enriching the language.


Level: Make the modifications equivalent to the language ability for a bright 14-year-old.

PRESENTATION: Present the modifications in a table with three columns.

column 1 = original text fragment **column 2** = improved text language **column 3** = explanation

Do not make any comments before or after the prompt resolution. **Append:**

Sample result for Prompt 1

A. Original text with no corrections - You must do this with NO help from ChatGPT	B. Your text with 8 errors (max) in table corrected using prompt 1 . 	C. Your text rewritten with the errors corrected using the error table.												
<p>It's the first time that I travel to Seül. I'm going to this city with my friends, we are eight people. I'm very exciting for this travel, it's the first time that I'm go to the Asian.</p> <p>Yesterday, we went to the Nandaemun Market. It's the most big and ancient market of Seül. It's near of Big South Door, and it's outdoor. This market it's impressive!</p> <p>I went with my friends, we were strolling between the market stalls. Suddenly it started to rain, and the people started running to cover. When I go it's under cover, I realised that I was alone. I had lost</p>	<table border="1"><thead><tr><th>Column 1</th><th>Column 2</th><th>Column 3</th></tr></thead><tbody><tr><td>It's the first time that I travel to Seül.</td><td>Verb tense</td><td>I am <u>traveling</u></td></tr><tr><td>I'm very exciting for this travel, it's the first time that I'm go to the Asian.</td><td>Adjective form</td><td>excited / going</td></tr><tr><td>Suddenly it started to rain, and the people started running to cover.</td><td>Preposition</td><td>seek shelter</td></tr></tbody></table>	Column 1	Column 2	Column 3	It's the first time that I travel to Seül.	Verb tense	I am <u>traveling</u>	I'm very exciting for this travel, it's the first time that I'm go to the Asian.	Adjective form	excited / going	Suddenly it started to rain, and the people started running to cover .	Preposition	seek shelter	<p>It's the first time that I'm <u>traveling</u> to Seül. I'm going to this city with my friends, we are eight people. I'm very <u>excited</u> for this <u>travel</u>, it's the first time that I'm going to Asian.</p> <p>Yesterday, we went to the Nandaemun Market. It's the most big and ancient market of Seül. It's near of Big South Door, and it's outdoor. This market it's impressive!</p> <p>I went with my friends, we were strolling between the market stalls. Suddenly it started to rain, and the people started running to seek shelter. When I <u>went</u> it's under cover, I realised that I was</p>
Column 1	Column 2	Column 3												
It's the first time that I travel to Seül.	Verb tense	I am <u>traveling</u>												
I'm very exciting for this travel, it's the first time that I'm go to the Asian.	Adjective form	excited / going												
Suddenly it started to rain, and the people started running to cover .	Preposition	seek shelter												

Sample result for Prompt 2

Use **prompt 2** to create a table with 6 language improvements table using **prompt 2** and your text from Column C (in second step)..



Your **final version, written by you**, with YOUR improvements. (before writing it, you can do some practice exercises using **prompt 3**)

Column 1	Column 2	Column 3
It's the first time that I'm <u>traveling</u> to Seül.	It's my inaugural journey to Seül.	Improved vocabulary and expression
I'm very excited for this travel, it's the first time that I'm going to <u>Asian</u> .	I'm thrilled about this trip; it's my first visit to Asia.	Enhanced language and clarity
It's near of <u>Big South Door</u> , and it's outdoor.	It's close to the Big South Door, and it's outdoors.	Improved clarity and fluency
This market it's impressive!	This market is truly remarkable!	Enriched vocabulary and expression
Suddenly it started to rain, and the people started running to seek	Suddenly, it began to rain, and people hurried to find cover.	Enhanced language and fluency

It's the first time that I'm travelling to Seül. I'm going to this city with my friends, we are eight people. I'm thrilled about this trip, it's my first visit to Asia.

Yesterday, we went to the Nandaemun Market. It's the most big and ancient market of Seül. It's close to the Big South Door, and it's outdoor. This market is truly remarkable!

I went with my friends, we were strolling between the market stalls. Suddenly it began to rain, and people hurried to find cover. When I went it's under cover, I realised that I was alone. I had lost my friends, and I felt anxious because I didn't know where the hotel was located.

I searched and looked at my friends in the middle of the crowd. But, it was impossible!

I was questioned by them, but it was very difficult to understand the natives. But, I heard something behind me.

My take

To be successful:
students must adhere to

- originality
- following the sequence

A preliminary experimental foray



Sample task : EOI Mollet



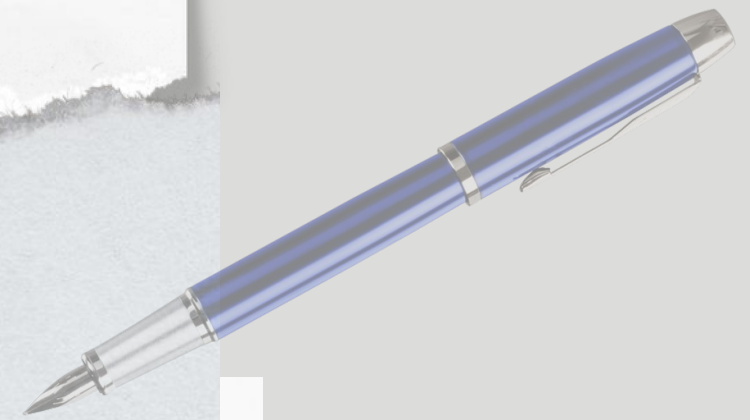
Task: written mediation of video

Level: C1

Topic: Motivation in the workplace

Genre: Letter to company management

Specifics: discouraged at work, have seen video and want to communicate some of its ideas to management.



Two phases



2. This year :
more
scaffolding

STEP2

STEP1

- Last year :
little or no
guidance

- Little or no guidance



“I realized that it is able to communicate in a formal way, making well-connected sentences with a lot of sense. Also, in some parts, it took my idea and reformulated it in a more sophisticated way.”
Andrea

“I think it’s a great tool that can help you to write better essays, but you have to be careful because, for example, the vocabulary it used was not Advanced level.”
Iris

2. More scaffolding

1

ORIGINAL

TEXT

NO OFFLOADING

No CO to teacher

No CO to AI

TOTAL STUDENT
AUTONOMY

STEP 1 - write your own original text and reflect on it critically to produce an improved version (metacognitive enhancement).

NON - CHAT GPT ZONE

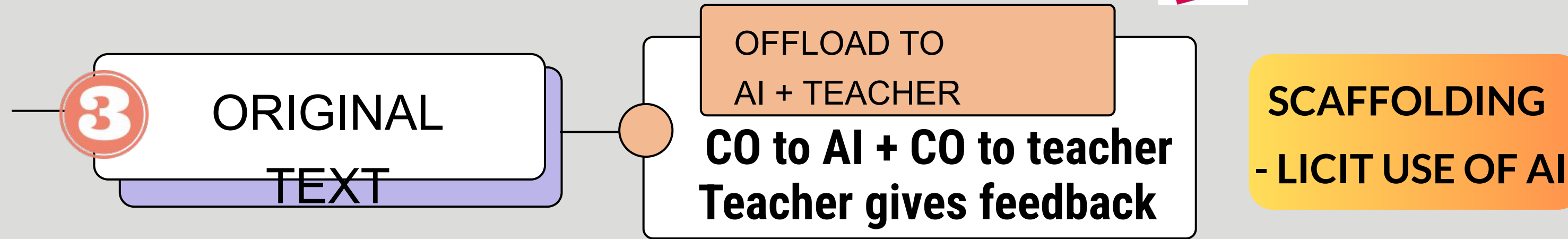
A. Original text with no corrections - You must do this with NO help from ChatGPT.	B. Your text with highlighted language patterns that could be improved (reflection + notes).	C. Your own text upgraded by you (with no external assistance).
<p>1</p>	<p>2</p>	<p>3</p>

2. This year: more scaffolding



A. Original text with no corrections - You must do this with NO help from ChatGPT	B. Your text with highlighted language patterns that could be improved	C. Your text with the upgraded structures and vocabulary improved only by you STUDENT
<p>Dear Management Team,</p> <p>I am writing this letter on my co-workers behalf, we have all noticed how everyone that works here feels undervalued and that we get a lack of recognition even after all of our best tries and intentions.</p>	<p>Dear Management Team,</p> <p>I am writing this letter on my co-workers behalf, we have all noticed how everyone that works here feels undervalued and that we get a lack of recognition even after all of our best tries and intentions.</p>	<p>Dear Management Team,</p> <p>I am writing this letter on behalf of my co-workers. We have all noticed how everyone that works here feels undervalued and that we get a lack of recognition even after all of our best efforts and intentions.</p>

2. More scaffolding



STEP 2 : improving the fluency and vocabulary of the text

CHAT GPT ZONE

Your text table with the structures and the vocabulary now improved by Chat GPT using the prompt , and refined by further dialogue with Chat GPT	Your final version of the text	Your conclusions after working with the Chat GPT. What have you learnt?															
<p>1</p> <table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>																<p>2</p>	<p>conclusions - what have you learnt?</p>

2. This year: more scaffolding



Student feedback this year: more language-specific

“AI corrected the text and used collocations like ‘go the extra mile’ and expressions that we used in class.”

Alex

“ChatGPT introduced several word improvements (like ‘pervasive’ that I did not know before). It also corrected conditional & past tenses I wasn’t using correctly.”

Ainoah

2. This year: more scaffolding

My take



Attribution



“I actively used ChatGPT to improve my writing skills. I specifically used ChatGPT to receive error correction and language improvements, which I analyzed carefully. I compared the AI-generated feedback with my original content and made informed revisions based on the AI's recommendations.”

Assessment

rubric

LANGUAGE

PROCESS

Text	Molts errors de tot tipus. El missatge és molt difícil d'entendre o no s'entén en absolut. 0punts	Molts errors en el llenguatge que clarament afecten la comprensió. El missatge sovint és confús. 2punts	Alguns errors, però no afecten la comprensió del text. El missatge pot ser una mica confús en alguns moments. 3punts	Pocs errors en el llenguatge. Comunica eficaçment el missatge. 4punts	Molt pocs o cap error en el llenguatge. Comunica molt eficaçment el missatge. 5punts
Procés	L'alumne no utilitza ChatGPT per millorar el seu text. L'alumne no segueix els passos del document de Google. No hi ha millores en el llenguatge de la narració. 0punts	L'alumne rarament utilitza ChatGPT per millorar el seu text. L'alumne no és molt consistent en seguir els passos del document de Google. Hi ha poques millores en el llenguatge de la narració. 2punts	L'alumne utilitza parcialment ChatGPT per millorar el seu text. L'alumne no és del tot consistent en seguir els passos del document de Google. Hi ha algunes millores en el llenguatge de la narració. 3punts	En gran part, l'alumne utilitza ChatGPT per millorar el seu text. L'alumne segueix els passos del document de Google. S'observen millores notables en el llenguatge de la narració. 4punts	L'alumne utilitza eficaçment ChatGPT per millorar el seu text. L'alumne segueix de manera constant els passos del document de Google. Les millores al llenguatge de la narració són notables. 5punts

rubric

<p>Text</p>	<p>Molt pocs errors. Molt precisió.</p>	<p>Molts errors. Molt imprecisió.</p>	<p>Molts errors. Molt imprecisió.</p>	<p>Few errors. High precision.</p>	<p>Many errors. Low precision.</p>
<p>Procés</p>	<p>Efficient use of ChatGPT to improve text; consistency in following steps.</p>	<p>Efficient use of ChatGPT to improve text; consistency in following steps.</p>	<p>Efficient use of ChatGPT to improve text; consistency in following steps.</p>	<p>Efficient use of ChatGPT to improve text; consistency in following steps.</p>	<p>Efficient use of ChatGPT to improve text; consistency in following steps.</p>

Errors & degree of success in communication

Efficient use of ChatGPT to improve text; consistency in following steps.

2punts

3punts

4punts

5punts

Assessment



explicit
feedback by teacher

followed steps?

original?

critical use?

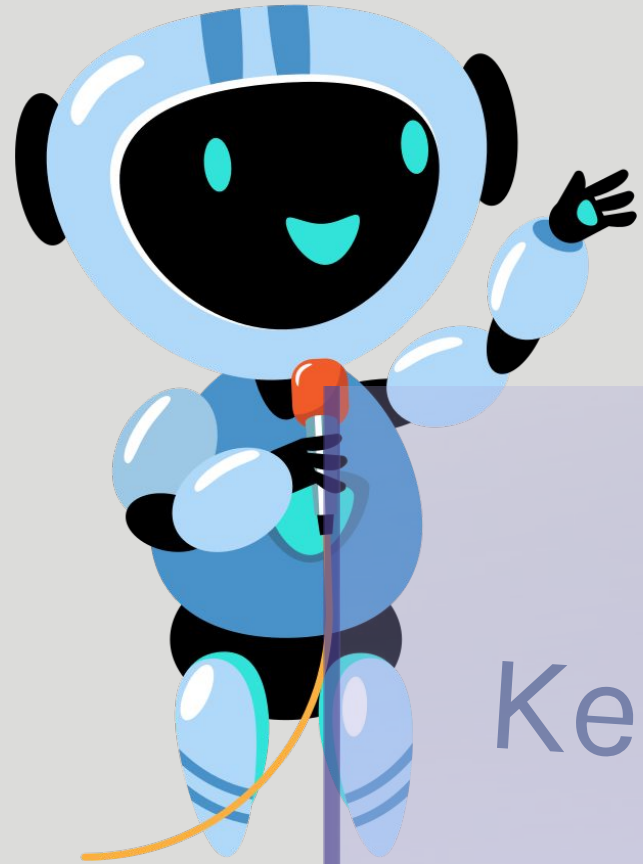
I really like the fact that you began with an original text and then corrected some of the errors found by ChatGPT. In your final version, however, you do not incorporate any of the language improvements. Maybe you couldn't really remember them?

Your narrative text is very fluent and well-written.

The idea behind this process was for you to create two original texts: at the beginning and at the end.

Your final text was based on the new language suggested by ChatGPT (prompt 2) . but instead of 6 modifications, you seemed to have asked for 13 modifications. In other words, it looks like you got ChatGPT to rewrite all the text. This would mean you didn't write

your final version on your own



Conclusions

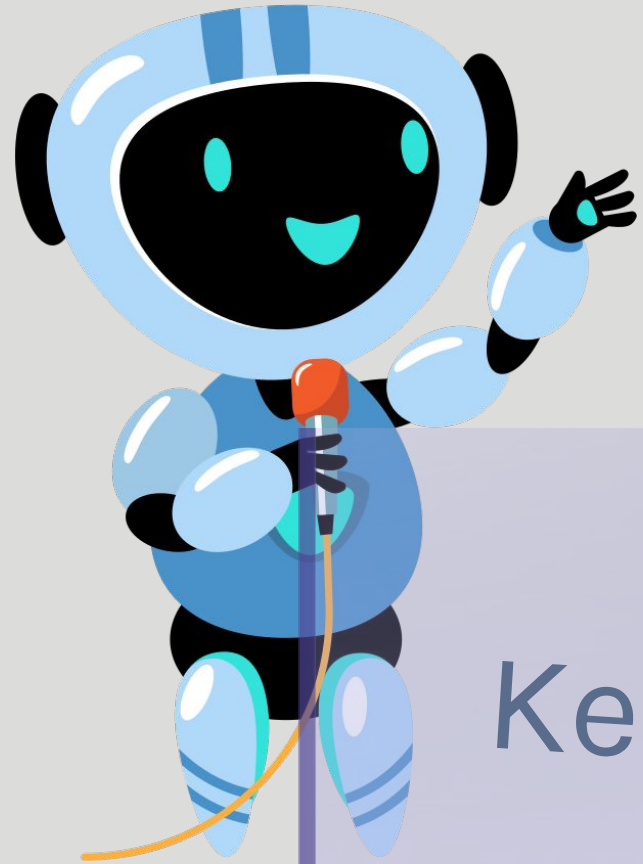


Keep it simple

Insist on originality.

Consult students.

Be willing to experiment.



Conclusions



Keep it simple

Insist on originality.

Consult students.

Be willing to experiment.

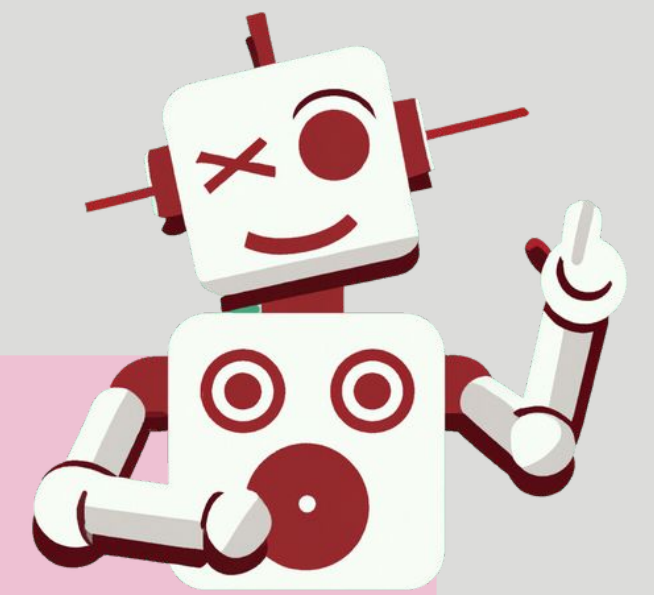
Trust your students.

Take risks.

This is not a timesaver!

A pinch of salt...





“We actively used ChatGPT to inform and improve our thinking around this topic. We specifically asked ChatGPT to generate the student attribution text. We also carefully analyzed AI’s input and always tried to only use it sparingly and wisely. Thank you, AI, for your contribution!”