

Base de diaporama ayant servi pour 4 interventions : Haute Ecole Charlemagne (4 octobre 2023), ABC-Day (24 novembre 2023, https://abceduc.be/#menu_ABCDays), Haute Ecole de la Province de Liège (19 janvier 2024), Faculté de Médecine vétérinaire ULiège (2 février 2024)

IA – Premières pistes pour l’enseignement et l’apprentissage

(Troisième quadrimestre avec le Chat(GPT))

Journée pédagogique VT 2024



Outils numériques et intelligence artificielle

Préambule 1 – Diction
Préambule 2 – Emblème
Préambule 3 – Peu de recul



Multiplication des AI spécialisées

THERE'S AN AI FOR THAT*
11,630 AIs for 16,604 tasks and 4,847 jobs.
Powered by [Venturekit \(Business plans\)](#).

734,822 searches today

Find AIs using AI




The #1 AI aggregator. Updated daily. 2M+ users/mo.

★ Featured ⚙️ Today **📌 Most saved** 🗑️ Tasks ⏪ Timeline ⭐ Get featured 📊 Job Impact Index 📢 ^{New} Influencers

🏠 / Most Saved

All 🌀 GPT 🍏 iOS 🤖 Android 🌐 Chrome ▼ Most saved

Most Saved

 Godmode AutoGPT No pricing ☆ 3.3 📄 5,146 💬 18	 LearningStudioAI Online courses No pricing ☆ 3.4 📄 3,540 💬 11	 UiMagic Website building No pricing ☆ 3.4 📄 2,774 💬 8
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Plan

- 10' sur ce dont je ne parle pas pas mais qui fait partie intégrante du sujet
- 10 minutes sur ce que l'IA change pour l'étudiant et l'enseignant
- 5 minutes sur ces changements et la productivité personnelle des enseignants
- 10' sur la production de documents (et la triiiiiiiiiche !)
- 10' sur l'évolution des activités pédagogiques

On reste dans l'artisanat humain.

Pas le coup de Heygen (<https://app.heygen.com/home>)

Toile de fond

- Pas la dimension philosophique (Film « Her », ci-contre)
- Pas la dimension économique (24\$ / Copilot)
- Pas la dimension juridique (propriété / Franzen / ci-dessous)
- Pas la dimension éthique (contenu toxique) et écologique (ci-dessous)
- Pas la dimension policière (« what is the Matrix? Control », photo) ou discriminatoire (non-english speakers)
- Pas les usages réels (L. Cuban. Et vous ? Premiers travaux concernés)
- Pas les améliorations/stagnations technologiques



Making AI Less “Thirsty”: Uncovering and Addressing the Secret Water Footprint of AI Models

Pengfei Li
UC Riverside

Jianyi Yang
UC Riverside

Mohammad A. Islam
UT Arlington

Shaolei Ren¹
UC Riverside

own and how ChatGPT should be acknowledged in their work. ChatGPT has officially made its scientific debut with at least four co-author credits (Stokel-Walker, 2023). However, including such tools as authors is discussable, as authors take on legal responsibility for their work and need to give their consent. Only people can be held accountable. Instead, the use of such tools should be explained as part of the research methods, like we refer to Wikipedia and mention the use of tools like Envivo or Atlas.ti.

2023). In sum, generative AI does not qualify for authorship but the use of the technology should be documented in the methods section. Other



Pas la formation à la rédaction de « prompts »

C.R.E.A.T.E Formula for Prompt Engineering

1. **C: Character** - Define the AI's role. E.g., "You are a seasoned copywriter with 20 years of experience."
2. **R: Request** - Be specific with what you need. Instead of "Write a sales email for a sports car," say "Write a sales email for the Cougar Hyper Sport, an electric car with top-tier acceleration."
3. **E: Examples** - Optionally, provide samples for more precise results. Headlines or tone examples.
4. **A: Adjustments** - Refine the prompt if it's not perfect. Use instructions like, "Avoid bullet points."
5. **T: Type of Output** - Describe the desired format. E.g., "Produce a 500-word article with a title and subtitle."
6. **E: Extras** - Incorporate unique instructions.
 - Ex: "Ignore previous conversations."
 - Ex: "Ask questions before answering."
 - Ex: "Explain your thinking."
 - Ex: "Summarize what you know about me in the first person."
 - Ex: "Use data up to 2023."
 - Ex: "Only use reliable sources and cite them."
 - Ex: "Use CAPS LOCK for emphasis."

Using the C.R.E.A.T.E formula ensures better results, although it may require more time for prompt

accuracy of the generated output. Here are some key aspects to consider when designing your prompt:

1. **Tone**: Specify the desired tone (e.g., formal, casual, informative, persuasive).
2. **Format**: Define the format or structure (e.g., essay, bullet points, outline, dialogue).
3. **Act as**: Indicate a role or perspective to adopt (e.g., expert, critic, enthusiast).
4. **Objective**: State the goal or purpose of the response (e.g., inform, persuade, entertain).
5. **Context**: Provide background information, data, or context for accurate content generation.
6. **Scope**: Define the scope or range of the topic.
7. **Keywords**: List important keywords or phrases to be included.
8. **Limitations**: Specify constraints, such as word or character count.
9. **Examples**: Provide examples of desired style, structure, or content.
10. **Audience**: Specify the target audience for tailored content.

Pas la dimension apocalyptique
(<https://www.youtube.com/watch?v=xoVJKj8IcNQ>)



AI and the future of humanity
Yuval Noah Harari at the...

Yuval Noah Harari

1.8M views • 4 months ago

an element of reflection and nuance. Given the technical *and* social complexity of AI, it behoves us to try to develop forms of public debate that engage with these complexities rather than descend to overly-simplistic caricatures and fears. Given the

« a stunningly low number of authors, only two out of 146 articles (1.4%), critically reflect upon ethical implications, challenges and risks of applying AI in education »
(Zawacki-Richter *et al.*, 2019 : 10).

Pas la dimension technique

- Chat(GPT – Generative Pretrained Transformer). GenIA
- Agent conversationnel (simulateur de conversation)
- “A new accessible interface to engage in complex interactions with information” (Siemens, 8 fév.)
- Principe de base : prédictions sur ce qui vient après

Le test de Turing est une proposition de test d'intelligence artificielle fondée sur la faculté d'une machine à imiter la conversation humaine. Décrit par Alan Turing en 1950 dans sa publication *Computing Machinery and Intelligence*, ce test consiste à mettre un humain en confrontation verbale à l'aveugle avec un ordinateur et un autre humain. Si la personne qui engage les conversations n'est pas capable de dire lequel de ses interlocuteurs est un ordinateur, on peut considérer que le logiciel de l'ordinateur a passé avec succès le test.

L'impression (3.5) peut être décevante

Fait toujours des fautes, a toujours des hallucinations et des biais, est parfois désespérant sur des tâches apparemment simples, ne cite toujours pas ses sources, reste en retard de deux ans, n'est pas connecté à l'internet. C'est toujours une simulation d'intelligence, un « stochastic parrot » (Bender et al., 2022), un « bullshit generator ». « AI is very good at creating convincing-sounding nonsense, devoid of truth” (Mollick, 2022).



tu confonds encore. Lis cette page pour voir ce que je te demande
https://www.nlfacile.com/adverbes-pronominaux-neerlandais_2_26264.htm



Je suis désolé pour la confusion, je viens de consulter la page que vous avez fournie et je comprends maintenant ce que vous cherchez. Voici trois questions pour un quiz sur les adverbes pronominaux en néerlandais :

1. Welk adverbiaal voornaamwoord hoort bij de zin: "Hij schreef het boek _____."
 - a) daarover
 - b) zelf
 - c) terwijl
 - d) snel

La dimension pédagogique

- Le choc est violent (<https://orbi.uliege.be/handle/2268/311584>)
- Fond de commerce de l'enseignement est heurté de plein fouet
- Brutalise les conventions ordinaires
 - Temps immédiat
 - Autonome aidé
 - Je copie pas
 - Je cherche les sources (qui sont vérifiables)
 - Et cela après les moocs et le covid

Littérature étonnamment passive

- Articles
- Vidéos

cholar AI in veterinary education

Environ 12 000 résultats (0,07 s)

[PDF] ChatGPT for **veterinary anatomy education**: an overview of the prospects and drawbacks
[OP Choudhary, J Saini, A Challana...](#) - Int J Morphol, 2023 - intjmorphol.com
... **veterinary education** are only two of the many areas of our society that **artificial intelligence (AI)**... common in medical **education**, and ChatGPT is one of the most advanced **AI**-powered ...
☆ Enregistrer Citer Cité 6 fois Les 8 versions

[HTML] Reliability in performance assessment creates a potential application of **artificial intelligence in veterinary education**: evaluation of suturing skills at a single ...
[J Kuzminsky, H Phillips, H Sharif...](#) - ... Journal of **Veterinary** ..., 2023 - Am Vet Med Assoc
... Frequency of procedure and proficiency expected of new **veterinary** school graduates with regard to small animal surgical procedures in private practice. J Am **Vet** Med Assoc ...
☆ Enregistrer Citer Cité 2 fois Autres articles Les 4 versions

Australian perspectives on **artificial intelligence in veterinary practice**
[G Currie, AM Hespel, A Carstens](#) - **Veterinary Radiology & ...**, 2023 - Wiley Online Library
... While **AI education** was considered important for those in **veterinary** radiology, **AI education** was not important for clients or the public (Figure 3, top). There was a significant difference ...
☆ Enregistrer Citer Cité 1 fois Autres articles Les 4 versions

Effect of foosball practice on **veterinary** students' bovine **artificial insemination** skills
[M Norton, A Annandale](#) - Clinical Theriogenology, 2023 - clinicaltheriogenology.net
... There are currently no publications investigating the effect of muscle memory development on skills acquisition in **veterinary education**. Activities (eg, FB) are easy to implement at ...
☆ Enregistrer Citer Cité 1 fois Autres articles

[HTML] Ethics of using **artificial intelligence (AI)** in **veterinary** medicine
[S Coghlan, T Quinn](#) - AI & SOCIETY, 2023 - Springer
Finally, as **veterinary AI** progresses, veterinarians may need **education** about the ethical

Date indifférente
Depuis 2024
Depuis 2023
Depuis 2020
Période spécifique...

Trier par pertinence
Trier par date

Toutes les langues
Recherche dans les pages en Français

Tous les types
Articles de revue

inclure les brevets
 inclure les citations
 Créer l'alerte

[HTML] Discourses of **artificial intelligence in higher education**: A critical literature review

[M Bearman, J Ryan, R Ajawi](#) - **Higher Education**, 2023 - Springer
... (AI) holds significant implications for **higher education**; however, references to AI in the ... searched top **higher education** journals for references to the term '**artificial intelligence**'. We ...
☆ Enregistrer Citer Cité 40 fois Autres articles Les 4 versions

Fourth industrial revolution—a review of applications, prospects, and challenges for **artificial intelligence**, robotics and blockchain in **higher education**

[C Chaka](#) - Research and Practice in Technology Enhanced ..., 2023 - rptel.apscce.net
... 's (4IR) contributions to and its impact on **higher education** (HE). In addition, review studies ... of **artificial intelligence** (AI), robotics, and blockchain at given **higher education** institutions (...)
☆ Enregistrer Citer Cité 28 fois Autres articles Les 2 versions

[HTML] A conversation on **artificial intelligence**, chatbots, and plagiarism in **higher education**

[MR King](#), ChatGPT - Cellular and molecular bioengineering, 2023 - Springer
The history of AI and chatbots can be traced back to the 1950s when scientists first began exploring the concept of **artificial intelligence**. Early developments included the creation of the ...
☆ Enregistrer Citer Cité 248 fois Autres articles Les 2 versions

Data-driven decision-making model based on **artificial intelligence in higher education** system of colleges and universities

[Y Teng, J Zhang, T Sun](#) - Expert Systems, 2023 - Wiley Online Library
... based on **artificial intelligence** has been suggested in this paper for **educational** institutions' ... A data-driven strategic thinking model (DDMM) based on **artificial intelligence** was ...
☆ Enregistrer Citer Cité 30 fois Autres articles

The role of **artificial intelligence in higher education**: ChatGPT assessment for anatomy course

[T TALAN, Y KALINKARA](#) - Uluslararası Yönetim Bilgi Sistemleri ..., 2023 - dergipark.org.tr
The extensive research conducted over a prolonged period of time has resulted in the rapid advancement of **artificial intelligence** (AI) technology, leading to the development of ...
☆ Enregistrer Citer Cité 42 fois Autres articles

Revolutionary changes in **higher education with artificial intelligence**

[H Abgaryan, S Asalryan...](#) - Main Issues Of ..., 2023 - archiv.miopap.aspu.am
... AI in the **higher education** system. ... **artificial intelligence** applications in **higher education**—where are the educators? International Journal of **Educational Technology in Higher Education** ...
☆ Enregistrer Citer Cité 7 fois Autres articles

ChatGPT and **artificial intelligence in higher education**: quick start guide

[E Sabzalieva, A Valentini](#) - 2023 - eduq.info
... The AI was asked to produce an impressionist portrait of how **artificial intelligence** would look ... The AI was asked to produce an impressionist portrait of how **artificial intelligence** would ...
☆ Enregistrer Citer Cité 74 fois Autres articles Les 11 versions

[HTML] Systematic literature review on opportunities, challenges, and future research recommendations of **artificial intelligence in education**

[TKF Chiu, Q Xia, X Zhou, CS Chai, M Cheng](#) - ... : **Artificial Intelligence**, 2023 - Elsevier
... Applications of **artificial intelligence in education** (AIEd) are emerging and are new to researchers and practitioners alike. Reviews of the relevant literature have not examined how AI ...
☆ Enregistrer Citer Cité 107 fois Autres articles Les 3 versions

Business students' perceptions of Dutch **higher educational** institutions in preparing them for **artificial intelligence** work environments

[HR Abdelwahab, A Rauf](#) - ... and **Higher Education**, 2023 - journals.sagepub.com
... **artificial intelligence** (AI) brings new demand to the job market. The concern now is whether **higher education** ... the urgency of updating the curriculum and **educational** facilities for AI work ...
☆ Enregistrer Citer Cité 10 fois Autres articles Les 3 versions

[PDF] Using **artificial intelligence** to create biology multiple choice questions for **higher education**

Raisons de s'y intéresser...

- « Whatever the priorities a university teaching team develops, they should always ask "how could technology help?" because it is so ubiquitous, and so versatile in its capabilities, that it can probably always make a significant contribution». (Dede, 2013)
- « Rien n'est en soi un progrès. Nous ne pouvons parler de progrès qu'en rapport avec ce que nous considérons dans l'absolu comme un bien ». (Bellamy, 2018)
- Are students using AI to express their thoughts more clearly, or to avoid thinking?

Le Chat fournit des explications claires et détaillées

Teaching involves logical and coherent explanations (Ericsson & Lehmann, 1996). Effective explanations lay the groundwork for foundational knowledge that helps students build mental maps of topics (Willingham, 2023). To develop effective

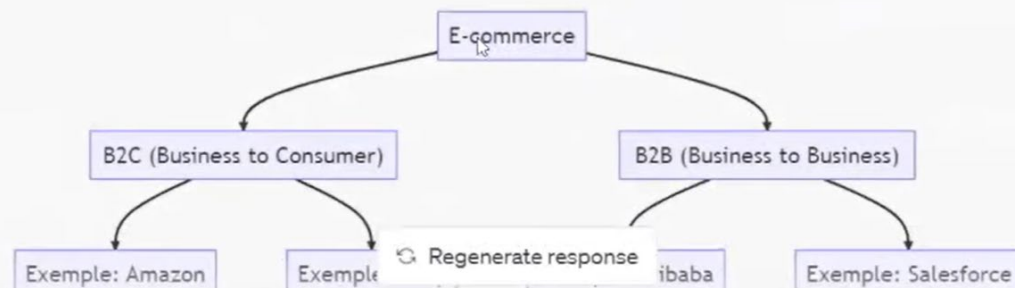


Explique la différence entre le B2C et le B2B dans le commerce électronique. Ajoute des exemples appliqués de boutique en ligne. Présente-moi le résultat sous forme de diagramme comprenant les définitions des concepts.



Used Diagrams

Voici un diagramme qui illustre la différence entre le B2C et le B2B dans le commerce électronique avec des exemples de boutiques en ligne :



Shared Content

Okay, I can help you with that. First, what concept do you want explained? Second, who is the audience for the explanation? Please answer both questions in one message.

Please explain photosynthesis to elementary school kids

✓ Searching for: **photosynthesis**

✓ Generating answers for you...

Photosynthesis is a process that plants use to make their own food. They need sunlight, water, and a gas called carbon dioxide to do this. When they make food, they also make oxygen and sugar. Oxygen is a gas that we need to breathe. Sugar is a substance that plants store for energy ¹ ².

To explain photosynthesis to elementary school kids, you can use an analogy of baking cookies. Imagine that you are a plant and you want to bake cookies for yourself. You need some ingredients: flour, sugar, butter, eggs, chocolate chips, and baking soda. You also need an oven to bake them.

Now think of sunlight as your oven. It provides the heat and energy you need to bake your cookies. Water is like your flour. It is the main ingredient that you need a lot of. Carbon dioxide is like your sugar and butter. It adds sweetness and flavor to your cookies. Chlorophyll is a green pigment in plants that helps them capture sunlight ³. It is like your chocolate chips. It makes your cookies look yummy and colorful.

Le Chat fournit des exemples

Students need many examples when learning complicated concepts (Kirschner & Heal, 2022). When confronted with new and complex ideas, adding many and varied examples helps students better understand them. If students are presented with only one example, they may focus on the superficial details of that example and not get at the deeper concept. Multiple examples of a single concept can help students decontextualize the idea from the example, leading to better recall and understanding.

20 ways to use ChatGPT in the classroom

- Use it as a more complex source of information than Google.
- Use it to provide students access to lots of good examples.
- Use it to remix student work.
- Ask it for definitions (on a variety of levels).
- Ask it for feedback for student work.
- Ask it to do some teacher tasks for you.
- Add it to the "think pair share" thinking routine.
- Grade the bot.
- Debate the bot.
- Ask the bot for advice.
- Use it to summarize texts.
- Use it for insight into big, difficult-to-solve problems.
- Ask ChatGPT to write your lesson plans.
- Anticipate the response you'd expect from AI.
- Take several responses and make a better product.
- Create personalized learning experiences.
- Provide tutoring or coaching.
- Generate prompts and questions to facilitate discussions.
- Provide information and answer questions.
- Supplement in-person instruction.



donne moi deux exemples de la fréquence d'une onde sinusoidale



La fréquence d'une onde sinusoidale est le nombre de cycles (périodes) complets qu'elle effectue par seconde, exprimé en Hertz (Hz). Voici deux exemples de fréquences d'ondes sinusoidales :

1. Une note de musique A4 standard a une fréquence de 440 Hz, ce qui signifie que l'onde sonore correspondante effectue 440 cycles par seconde.
2. La fréquence de la lumière visible varie entre environ 400 THz (violet) et 800 THz (rouge), ce qui signifie que les ondes électromagnétiques correspondantes effectuent entre 4×10^{14} et 8×10^{14} cycles par seconde.

Le Chat fournit des occasions de s'entraîner



Donne moi un exercice type sur la fréquence d'une sinusoïdale



Voici un exercice type sur la fréquence d'une sinusoïdale :

Un signal sinusoïdal a une période T de 0,5 s.

Solution :

La période T d'une onde sinusoïdale est le temps nécessaire pour effectuer un cycle complet. Ainsi, si la période est T , la fréquence f est donnée par la relation $f = 1/T$.



Donne moi un exercice du même genre mais plus compliqué



Voici un exercice un peu plus complexe :

Un signal sinusoïdal de la forme $y = 2 \cos(2\pi f t + \phi)$ a une amplitude de 2 V, une fréquence en hertz, sa période en secondes et une phase ϕ de $\pi/4$ rad.

Solution :



Pourquoi le deuxième exercice est-il plus complexe que le premier ?



Le deuxième exercice est plus complexe que le premier car il implique la manipulation de différentes formules mathématiques pour déterminer la fréquence, la période et la pulsation d'une onde sinusoïdale. Le signal sinusoïdal dans le deuxième exercice est également plus complexe, car il contient une amplitude, une pulsation et une phase spécifiques, qui doivent être prises en compte lors du calcul de la fréquence, de la période et de la pulsation.

En revanche, dans le premier exercice, la période était donnée et il suffisait d'utiliser une seule formule pour déterminer la fréquence. Le signal sinusoïdal dans le premier exercice était également plus simple, car il ne contenait pas d'amplitude, de phase ou de pulsation spécifiques.

En général, la complexité des exercices sur les ondes sinusoïdales peut varier en fonction des propriétés spécifiques de l'onde en question, des formules mathématiques nécessaires pour résoudre le problème et des connaissances préalables requises pour comprendre les concepts liés aux ondes.

Le chat fournit des tests à faible enjeux

Low-stakes frequent tests are an effective teaching strategy across educational levels and settings. Tests do not simply measure knowledge; they are a learning event. Repeated testing and retrieval of knowledge help students retain information in the long term (Karpicke & Roediger 2008).

Test-Enhanced Learning

Taking Memory Tests Improves Long-Term Retention

Henry L. Roediger, III, and Jeffrey D. Karpicke

Washington University in St. Louis

Good practice in undergraduate education:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

Rank	Influence	Studies	Effects	ES
1	Self-report grades	209	305	1.44
5	Reciprocal teaching	38	53	.74
6	Prior achievement	3387	8758	.73
7	Teacher-student relationships	229	1450	.72
8	Feedback	1276	1923	.72
9	Providing formative evaluation to teachers	21	21	.70
11	Meta-cognition strategies	43	123	.67
12	Teaching selfverbalisation	92	1061	.67
16	Problem solving teaching	221	719	.61
17	Acceleration of gifted	60	410	.60

Nolej AI - rédaction automatique de supports de cours (explications / exemples / exercices)

1

Add content

Upload or provide a URL to any content:
Text, Videos, Audio, Old Scorm files, YouTube
links, website pages...



Video



Audio






Text

2

AI Generator

Our AI then analyses the content and
generates multiple assessments &
interactive courseware

	The Hidden Electrical World Inside Your Body 23-02-11, 15:29	<input checked="" type="checkbox"/> EDITED	<input checked="" type="checkbox"/> REVIEWED	<input type="checkbox"/> GENERATING
	Mitochondria Aren't Just the Powerhouse of the Cell 23-02-08, 15:36	<input checked="" type="checkbox"/> EDITED	<input checked="" type="checkbox"/> REVIEWED	<input checked="" type="checkbox"/> READY
	Do You Have What It Takes to Live on Mars? 23-02-02, 22:50	<input checked="" type="checkbox"/> EDITED	<input checked="" type="checkbox"/> REVIEWED	<input checked="" type="checkbox"/> READY

3

Plug & Play

You're done! Embed anywhere, or export
and integrate with your LMS, LXP or LRS.
Export to: SCORM, xAPI and H5P.

Google Classroom 

 canvas  brightspace
by D2L

 schoolology + **Many More!!**



Thank you for sharing your work. You've chosen an important subject and your narrative is well articulated and clear. Here are a few areas where you've excelled and where improvements could be made:

Strengths:

1. You demonstrate a good understanding of the topic, and have effectively used a range of sources, which is impressive.
2. The text is quite coherent, with clear and logical progression of ideas. The distinctions between different models of procedural justice are clear and well-explained.

Areas for Improvement:

1. **Thesis Statement:** It seems to be missing or isn't very clear in these opening paragraphs. This statement should guide the direction of your paper. Try to state your main argument or the primary question you're trying to answer early on in the text.
2. **Definitions:** You might want to consider giving a succinct definition of procedural justice right at the start before diving into its historical context and different models. This would make it easier for readers unfamiliar with the topic to follow your arguments.
3. **Context:** While you've done a good job explaining the history and the models of procedural justice, don't forget to address why this topic matters in today's world. What impact does procedural justice have on contemporary society and why should your readers care about it?
4. **Referencing:** This might just be an excerpt, but don't forget to include proper in-text citations after every quote or reference to another author's work. This helps to avoid plagiarism and strengthens your academic credibility.

I hope you find these insights helpful. Please revise your work based on this feedback and I would be glad to take another look at it.

IA tutrice

The screenshot shows the Cognii website with a navigation bar containing links for HOME, SOLUTIONS, PRODUCTS, TECHNOLOGY, ABOUT, NEWS, and CONTACT. The main heading is "Cognii Virtual Learning Assistant". Below this, a key message states: "Cognii's Conversational EdTech enables the best pedagogical practices known to learning science." A paragraph explains that virtual assistants like Siri and Alexa are general purpose, while Cognii is specifically designed for education. Two blue callout boxes highlight "Auto grading of short essays" and "Personalized tutoring feedback". A chat bubble example shows a student asking "What are the structures of a typical neuron?" and receiving a detailed answer from Cognii.

Cognii
Artificial Intelligence for Education

HOME SOLUTIONS PRODUCTS TECHNOLOGY ABOUT NEWS CONTACT

Cognii Virtual Learning Assistant

Cognii's Conversational EdTech enables the best pedagogical practices known to learning science.

Virtual assistants and chat bots such as Siri, Alexa, Cortana and Google Assistant are an increasingly familiar products, simulating human to human interaction with the use of Artificial Intelligence. But these are general purpose assistants, used for consumer activities such as asking "What's the weather like?". **Cognii Virtual Learning Assistant** is the only virtual assistant that is designed and optimized for educational conversation.

Auto grading of short essays

Personalized tutoring feedback

Cognii
What are the structures of a typical neuron?

Student
Neurons are the basic building blocks of the nervous system. A neuron consists of dendrites and a cell body called soma.

The screenshot shows a chat interface for Khanmigo, powered by AI. A notification at the top states: "This conversation is recorded and viewable by your parent and teacher." A user asks, "Can you just tell me the answer?". The AI responds: "It's important that you learn how to do this yourself! What do you think you need to do to multiply 2 by 5/12?". The user replies: "They need the same denominator." The AI then explains: "That's a good thought, but in this case, you don't need to find a common denominator because you're multiplying, not adding or subtracting. What else could you try?". At the bottom, there is a text input field with the placeholder "Type message (do NOT share any personal data)", a microphone icon, a "Clear chat" button, and a send button.

Khanmigo
AI power

This conversation is recorded and viewable by your parent and teacher.

Can you just tell me the answer?

It's important that you learn how to do this yourself! What do you think you need to do to multiply 2 by 5/12?

They need the same denominator.

That's a good thought, but in this case, you don't need to find a common denominator because you're multiplying, not adding or subtracting. What else could you try?

Type message (do NOT share any personal data)

Clear chat

Spaced practice >< Massed practice

Recent Research on Human Learning Challenges Conventional Instructional Strategies

Doug Rohrer and Harold Pashler

You're an instructional designer helped a teacher with distributed practice of core concepts in their course. Look up distributed practice. Your goal is to find ways to weave in a concept previously learned in a course when the instructor is covering a new topic. Ask me what my new topic is and what concept previously covered I would like to integrate into the new topic. Once you have both my new topic and previous concept give me 4 different ways to incorporate the two so that students get practice retrieving a previous concept and connecting it to the new topic.

Le Chat corrige des copies

The Learning Science Newsletter, Powered by DOMS™

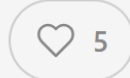
Bonus New Year Post: Can ChatGPT Grade Essays Like a Professor?

Results from some rapid experimentation



Dr Philippa Hardman

Jan 2



One of the many research questions on my list of *experiments in AI* is: **can ChatGPT grade & give feedback like a professor?**



Daisy Christodoulou

Jan 9 · 7 min read · Listen























Can ChatGPT mark writing?

Can artificial intelligence systems mark more accurately than humans? Definitely, and they have been able to since the 1960s.

L'IA comme outil de productivité personnelle pour les profs

20 ways to use ChatGPT in the classroom

-  Use it as a more complex source of information than Google.
-  Use it to provide students access to lots of good examples.
-  Use it to remix student work.
-  Ask it for definitions (on a variety of levels).
-  Ask it for feedback for student work.
-  Ask it to do some teacher tasks for you.
-  Add it to the "think pair share" thinking routine.
-  Grade the bot.
-  Debate the bot.
-  Ask the bot for advice.
-  Use it to summarize texts.
-  Use it for insight into big, difficult-to-solve problems.
-  Ask ChatGPT to write your lesson plans.
-  Anticipate the response you'd expect from AI.
-  Take several responses and make a better product.
-  Create personalized learning experiences.
-  Provide tutoring or coaching.
-  Generate prompts and questions to facilitate discussions.
-  Provide information and answer questions.
-  Supplement in-person instruction.

Le Chat crée des grilles critériées

Design rubric



Design a rubric to grade a master thesis

Criteria	Excellent (90-100%)	Good (80-89%)	Satisfactory (70-79%)	Poor (0-69%)
Research question and objectives	Clearly defined and well-focused	Adequately defined and mostly focused	Somewhat defined and somewhat focused	Not defined or focused
Methods	Appropriate and well-executed	Appropriate but with some minor flaws	Somewhat appropriate but with major flaws	Inappropriate or poorly executed
Results and Analysis	Clearly presented and thoroughly analyzed	Clearly presented but with some minor flaws in analysis	Somewhat presented and analyzed	Poorly presented and analyzed
Discussion and Implications	Thorough and well-supported by evidence	Adequate and mostly supported by evidence	Somewhat discussed and supported by evidence	Not discussed or supported by evidence
Conclusion	Clear and well-supported by evidence	Adequate and mostly supported by evidence	Somewhat clear and supported by evidence	Not clear or supported by evidence
Writing and Organization	Clear, concise, and well-organized	Adequate but with some minor flaws in organization	Somewhat clear and organized	Poorly written and disorganized
References	Complete and correctly cited	Mostly complete and correctly cited	Somewhat complete and correctly cited	Incomplete and/or incorrectly cited

Amorces

Discussion Prompts: Teachers can use ChatGPT to create discussion prompts for students based on a piece of literature, topic, event, concept, etc. This could allow teachers to quickly provide engaging questions for discussions on multiple topics. This could be especially helpful if students could benefit from an individualized prompt. It is rare that teachers would have time to create individualized questions for students, but this technology could make that possible.



fournis moi des questions pouvant ouvrir une discussion sur Freedom de Jonathan Franzen pour un groupe d'une douzaine d'étudiants dans un séminaire de littérature à l'université



Bien sûr, voici quelques questions qui pourraient ouvrir une discussion sur Freedom de Jonathan Franzen :

1. Comment l'auteur utilise-t-il les différents personnages pour explorer le thème de la liberté dans le roman ?
2. Quels sont les différents types de liberté que les personnages recherchent dans le livre ? Sont-ils compatibles ou contradictoires ?
3. En quoi les thèmes du mariage, de la famille et des relations intimes s'entremêlent-ils dans l'exploration de la liberté dans le roman ?
4. Comment le personnage de Walter Berglund incarne-t-il l'ambivalence de la liberté dans le roman ?
5. Quel est le rôle de la politique et de l'engagement civique dans le roman ? Comment ces thèmes se rapportent-ils à la liberté ?
6. Dans quelle mesure l'exploration de la liberté dans le roman est-elle influencée par la culture américaine ?
7. Comment l'écriture de Franzen évoque-t-elle des thèmes de l'aliénation, de la désillusion et de la quête de sens dans le contexte de la liberté ?
8. Quelle est la signification des différentes scènes d'oiseaux qui apparaissent tout au long du roman ? En quoi ces scènes se rapportent-elles à la liberté ?
9. En fin de compte, le roman suggère-t-il que la liberté est une illusion ou une réalité à portée de main ? Pourquoi ?
10. Comment le style d'écriture et la structure du roman reflètent-ils les thèmes de la liberté et de l'aliénation ?

Plan de leçons

<https://drphilippahardman.substack.com/p/doms-edu-mega-prompt-for-c21st-lesson> Hardman 2 Fév.

<https://leonfurze.com/2023/01/23/practical-strategies-for-chatgpt-in-education>

31 déc.

<https://twitter.com/mrlockyer/status/1609155371163160579>

Aide au renouvellement pédagogique ?

Before ChatGPT

Class: *Introduction to Gravity*

Goals:

- To introduce 10 year olds to the concept of gravity through active exploration and comparison.
- To develop critical thinking skills.

Instructions:

1. Give students a handout on the definition of gravity and key theorists.
2. Individually, have each student read about key concepts and theorists and complete a fill in the blank paragraph to demonstrate their understanding / surface misunderstanding. In order to test understanding of the concept, the questions focus on *who, what & when*.
3. Lead a gravity demonstration in action and ask the class questions on key concepts and theorists, to test levels of understanding.

Class dismissed.

With ChatGPT

Class: *Gravity Scavenger Hunt*

Scrutinizing the Synthetic Syllabus

PDF

HTML

Published: Dec 7, 2023

DOI:
<https://doi.org/10.22554/ijtel.v7i2.130>

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Abstract

In this article I explore the scenario of syllabus creation using ChatGPT as a type of Assistant Course Designer. During the early parts of 2023, one of the scenarios for LLM-based technologies, such as ChatGPT, was the creation of course materials, assignments, and syllabi for courses. The use of



Stephen Lockyer
@mrlockyer

I really hate to be that guy, but AI is going to be transformative as a teacher. 🧵

I asked AI the following:
"Plan three lessons to explain how volcanoes are formed. Each lesson needs an introductory activity, information input, a student task and a plenary."

12:51 PM · Dec 31, 2022 · 802.8K Views

544 Retweets 155 Quote Tweets 3,404 Likes



Tweet your reply

Reply



Stephen Lockyer @mrlockyer · Dec 31, 2022

Replying to @mrlockyer

Lesson 1:

Lesson 1: Introduction to Volcanoes

Introductory activity: Show students a picture of a volcano and ask them to describe what they see. Discuss their observations as a class.

Herft, 2023

<https://usergeneratededucation.files.wordpress.com/2023/01/a-teachers-prompt-guide-to-chatgpt-aligned-with-what-works-best.pdf>

High expectations

Explicit teaching

Effective feedback

Use of data to inform practice

Assessment

Classroom

management

Collaboration

II. Explicit Teaching

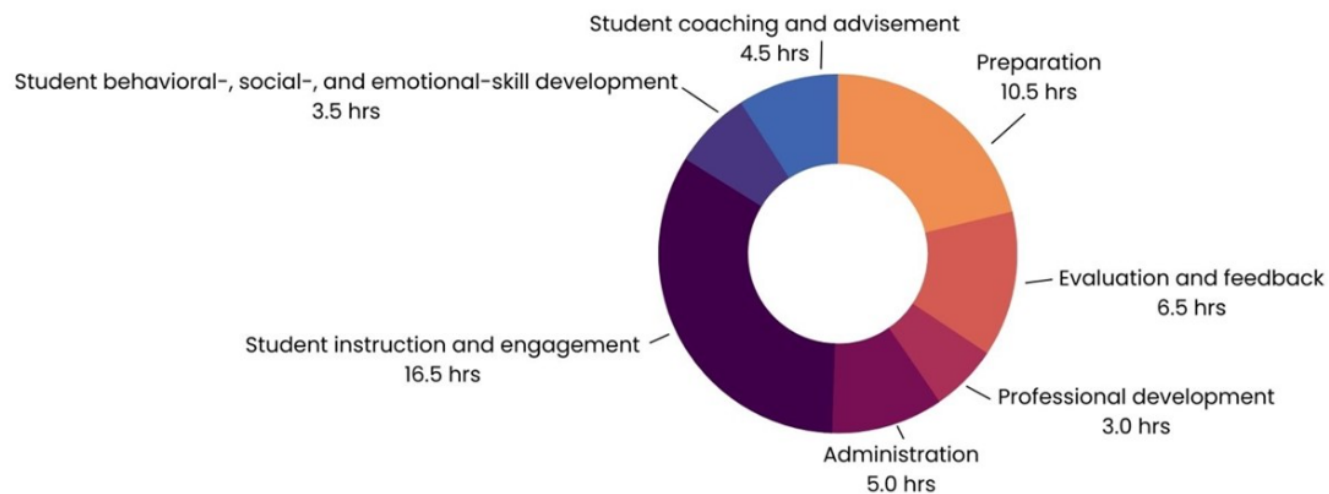
- **Prepare for explicit teaching**
 - Use Chat GPT to generate lesson plans that align with the scope and sequence of the syllabus and consider the needs of your students. You could input the following prompt into Chat GPT: "Create a lesson plan for a unit on [concept being taught] that includes a variety of activities and assessments and takes into account the following paragraph where I provide a brief description on the skills and knowledge of my students."
- **Explain, model and guide learning:**
 - Use Chat GPT to generate visual aids, such as slides or worksheets, that clearly outline the learning objectives and success criteria for a lesson. You could input the following prompt into Chat GPT: "Create a lesson outline with learning intentions, **creative** activities, and success criteria for a lesson on [concept being taught]."
- **Monitor student progress and check for understanding:**
 - Use Chat GPT to generate formative assessment questions that help you check for student understanding and identify areas for improvement. You could input the following prompt into Chat GPT: "Generate 5 multiple choice questions that assess students' understanding of [concept being taught]."
- **Use high-quality exemplars to help students understand success criteria:**
 - Use Chat GPT to generate exemplars of high-quality responses to assignments and tasks. You could input the following prompt into Chat GPT: "Generate an exemplar of a well-written essay on [topic] that meets the criteria for an 'A' grade (above), with detailed annotation explaining the success criteria."
- **Use and explain the language of the syllabus:**
 - Use Chat GPT to generate a glossary of terms and definitions that are relevant to the syllabus or unit of study. You could input the following prompt into Chat GPT: "Generate a glossary of terms and definitions for a unit on [concept being taught]."

Something extra

Ask ChatGPT to become an immersive Choose-Your-Own Adventure story. Input the prompt: "I'm trying to improve my understanding of the Arab-Israeli conflict. Develop a creative choose-your-own adventure story and keep asking me to choose an option before moving on to the next part of the story." It will immerse you in a story while giving you choice. A potentially great prior knowledge or consolidation activity where students can share their different stories, decisions and outcomes they had in relation to the topic.

That time is now. According to McKinsey's 2017 [study](#), the average teacher worked 50 hours a week (a number that has grown to 54 hours post-pandemic, according to [2022 research](#)). Only 49 percent of this time involves direct student interaction. Indeed, the time spent on teaching class is less than the time spent on preparation, evaluation, and feedback (grading).

How teachers spend their working hours, according to McKinsey's research:



Using AI, we can eliminate much of the time teachers spend on preparation and grading—reducing their week by as much as 30 percent—and giving them more time for what they do best: teaching students. AI can also provide schools tools to foster a less stressful, more flexible work environment. Here's how.

Lutte contre la désincarnation de l'école ?

Question empirique. Pour l'instant que des anecdotes. Parlons-en en atelier ?

Gagner du temps aussi (et questionnez les professionnels)



8. Writing documentation: Ask ChatGPT to write the documentation for a piece of code, and it usually does a great job. It even includes usage examples as part of the documentation!

9. Tracking down bugs: If you are having trouble finding a bug in your code, ask ChatGPT for help.

Something to keep in mind:

I have 2+ decades of programming experience. I like to think I know what I'm doing. I don't trust people's code (especially mine,) and I surely don't trust ChatGPT's output.

This is not about letting ChatGPT do my work. This is about using it to 10x my output.

ChatGPT is flawed. I find it makes mistakes when dealing with code, but that's why I'm here: to supervise it. Together we form a more perfect Union. (Sorry, couldn't help it)

Developers who shit on this are missing the point. The story is not about ChatGPT taking programmers' jobs. It's not about a missing import here or a subtle mistake there.

The story is how, overnight, AI gives programmers a 100x boost.

Ignore this at your own peril.

Le Chat produit des documents

- Oui, le Chat est capable de rédiger des dissertations, des présentations, de résoudre des exercices, de créer du code...
- Le potentiel pour la triche / paresse intellectuelle est évident

Some universities have already started to adjust policies, requiring students to cite which tools they have used in the production of assignments – tools including Grammarly and ChatGPT. This seems like a much more proactive response than simply blocking the website.

<https://www.midjourney.com/home>



Codes d'honneur / Règlements : responsabiliser l'utilisateur

Charte ULiège d'utilisation des intelligences artificielles génératives dans les travaux universitaires

Comment bien tirer parti d'un bouleversement technologique pour apprendre et en faire la preuve !

Depuis sa sortie en novembre 2022, ChatGPT a rapidement ouvert à un large public l'accès à l'intelligence artificielle (IA) générative, c'est-à-dire une nouvelle génération d'outils informatiques capables de simuler certains aspects de l'intelligence humaine (expression, apprentissage, raisonnement, résolution de problèmes, création d'outputs...). Tous les secteurs de la société en questionnent le potentiel et les zones d'ombre. L'université ne fait pas exception. La présente charte, en fixant un cadre précis à l'utilisation de ces IA dans le contexte académique (cours, travaux, examens, rapports, et autres apprentissages) vous indique la frontière entre ce qui est permis ou souhaitable et ce qui ne l'est pas. Reflétant l'état actuel des technologies et des usages (décembre 23), elle est appelée à s'enrichir d'informations fournies par les enseignants, les départements, les facultés... Soyez donc attentifs à ces évolutions qui concernent directement votre travail d'étudiant.

L'ULiège soutient et développe chez ses étudiants et étudiantes des usages réfléchis, responsables, critiques et transparents de l'IA, pour tirer le meilleur parti de ce puissant auxiliaire.

UN USAGE RÉFLÉCHI ET RESPONSABLE DE L'IA

+

UN USAGE CRITIQUE DE L'IA

+

UN USAGE TRANSPARENT DE L'IA

+

UN USAGE DE SURPASSEMENT DE L'IA

+



LIÈGE université
Sciences Appliquées

Document à destination des étudiants

Charte d'utilisation des outils d'intelligence artificielle par l'étudiant

L'utilisation des outils d'intelligence artificielle ne peut conduire à s'approprier la propriété intellectuelle ou la paternité d'une idée, d'un texte, d'un code informatique ou de toute autre œuvre artistique, scientifique ou technique dont on n'est pas personnellement auteur ou co-auteur. Tout emprunt doit être dûment reconnu par l'introduction de références bibliographiques pointant vers les sources vraies (publications initiales).

En particulier, les outils d'intelligence artificielle ne peuvent être utilisés pour masquer l'origine des textes, idées, codes et concepts utilisés dans un rapport, par exemple en traduisant ou en reformulant les textes initiaux.

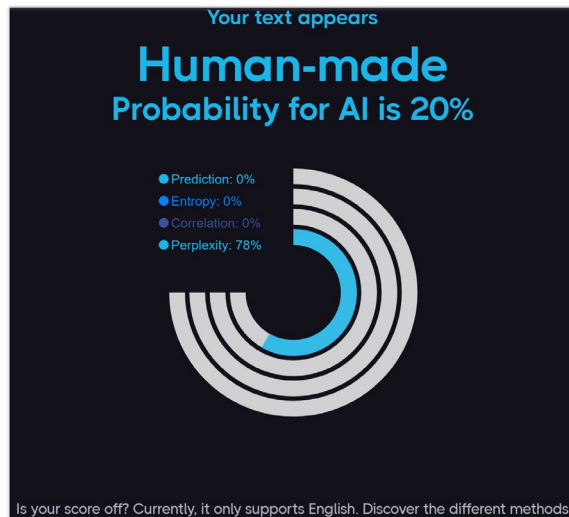
Sauf instruction particulière donnée par l'enseignant, les outils d'intelligence artificielle peuvent être utilisés librement dans le cadre de projets et travaux étudiants pour

- rechercher des informations ;
- aider à la mise en forme de textes originaux, ou leur traduction dans une autre langue ;
- générer du code informatique ;
- rédiger des synthèses à usage personnel ;
- analyser des données.

L'utilisateur est seul responsable de la qualité des informations, des idées et des analyses fournies. Il doit tenir compte du fait que les textes produits par une intelligence artificielle générative sont générés pour être plausibles mais peuvent s'écarter des sources initiales et contenir des erreurs factuelles ou d'interprétation importantes.

OpenAI Quietly Shuts Down AI Text-Detection Tool Over Inaccuracies

The tool helped distinguish between human- and AI-generated text, but is 'no longer available due to its low rate of accuracy.' OpenAI plans to bring back a better version.



	Best for	Plagiarism checking	Highlight AI text	Batch file upload	Chrome extension	Free plan	Starting price
Originality AI	Best overall	Yes	Yes	No	Yes	Yes	\$20 for 2000 credits
Content at Scale AI Detector	Best free tool	No	Yes	No	No	Yes	Free
AI Text Classifier	ChatGPT model	No	No	No	No	Yes	Free
GPTZero	Educators	Yes	Yes	Yes	No	Yes	\$9.99 per month
GLTR	GPT2 model-generated content	No	Yes	No	No	Yes	Free
Writer AI Content Detector	Integration	Yes	No	No	No	Yes	\$18 per user per month, billed monthly
Copyleaks	Content marketing agencies	Yes	Yes	No	Yes	No	\$8.33 per month, billed annually
Sapling.ai	Agencies and customer-facing teams	No	Yes	No	Yes	Yes	\$25 per month
Hugging Face	Technical teams	No	Limited	No	No	Yes	Free
Crossplag	Institutions	Yes	No	No	No	Yes	\$1.99 per user for up to 30,000 users.

BEST AI REWRITER TOOLS

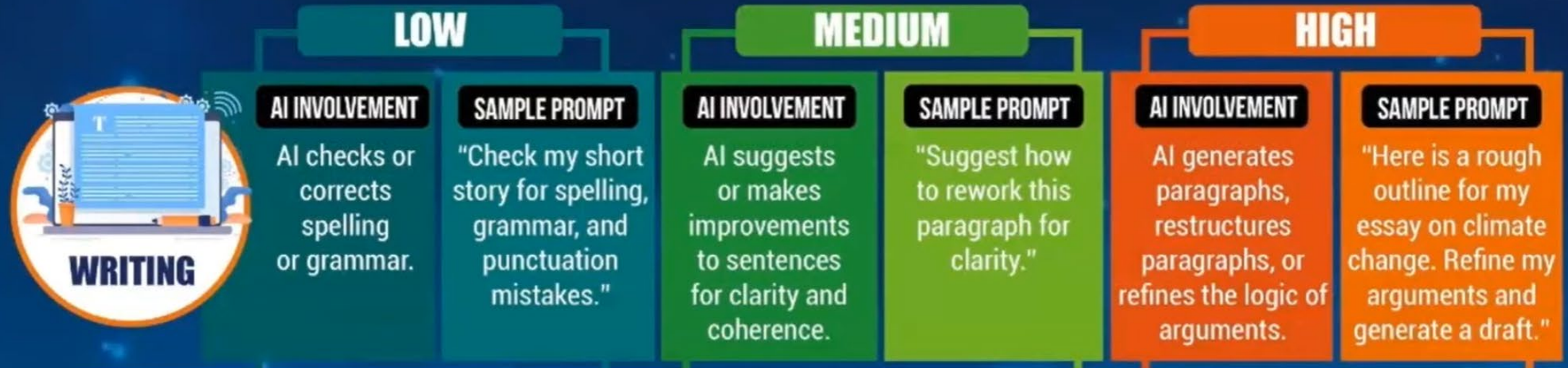


9 Best AI Rewriter Tools: Use AI to Easily Spin Content

Boutons « humanize » ou stratégies de sous-optimisation MAIS laisser entendre que l'on peut se faire une idée

- Cela dit, que faire concrètement en cas de soupçon ?
- Confronter l'étudiant.e ?
 - Se décomposer
 - Nier
 - Défier
- Interroger pour vérifier la maîtrise réelle ?
- Ne pas se laisser hypnotiser par la minorité des tricheurs

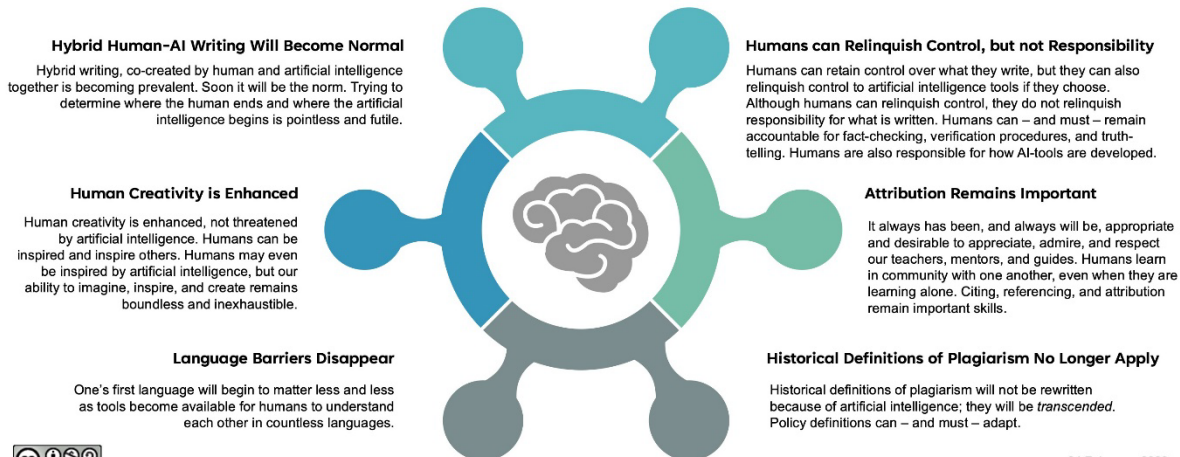
AI ASSISTANCE IN STUDENT ASSIGNMENTS



6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.



Postplagiarism: transdisciplinary ethics and integrity in the age of artificial intelligence and neurotechnology

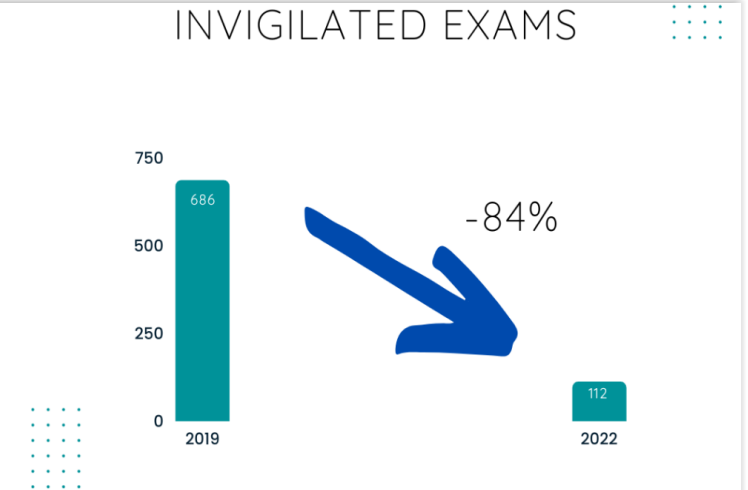
Sarah Elaine Eaton

[International Journal for Educational Integrity](#) **19**, Article number: 23 (2023) | [Cite this article](#)

Quid des examens ?

- Premier niveau
- Deuxième niveau

In 2019, 686 of our subjects/units in Trimester/Semester 1 and 2 used an invigilated exam hall exam. In 2022, only 489 subjects/units during the same study period had an end of unit assessment, with only 112 requiring an online invigilated exam, a reduction of 84%. The remaining 377 subjects/units used open book assignments.



Noting the considerable effort to change between formats, we expect steady state delivery to be at least cost-neutral. We are already seeing a shift in focus from the process of managing exams to working on good assessment design.

Dans un monde où l'AI s'installe dans le paysage, quelles nouvelles façons d'entraîner les capacités des étudiants à réfléchir et à prouver leur compréhension d'un sujet ?

Activités pédagogiques

- Interdiction
- Tolérance/Encouragement (TEST préalable recommandé !)
- Obligation

Variations sur un schéma unique

Consignes → Requête → Contrôle → Retouche

to solve real-world problems. There is arguably considerable agreement that a student in higher education should be openly encouraged to use ChatGPT to create the first draft of their answer or assignment in consultation with their instructor. At this point, their abilities could be assessed to the extent that they would be able to apply critical thinking and problem-solving skills to improve the essay to meet the exact expectations of the set criteria for that assessment (Hirsh-Pasek and Blinkoff, 2023).

you can trust, the best use of AI today — and, as [Noah Smith and roon argue](#), the future — is providing [a starting point](#) you can correct:

What's common to all of these visions is something we call the “sandwich” workflow. This is a three-step process. First, a human has a creative impulse, and gives the AI a prompt. The AI then generates a menu of options. The human then chooses an option, edits it, and adds any touches they like.

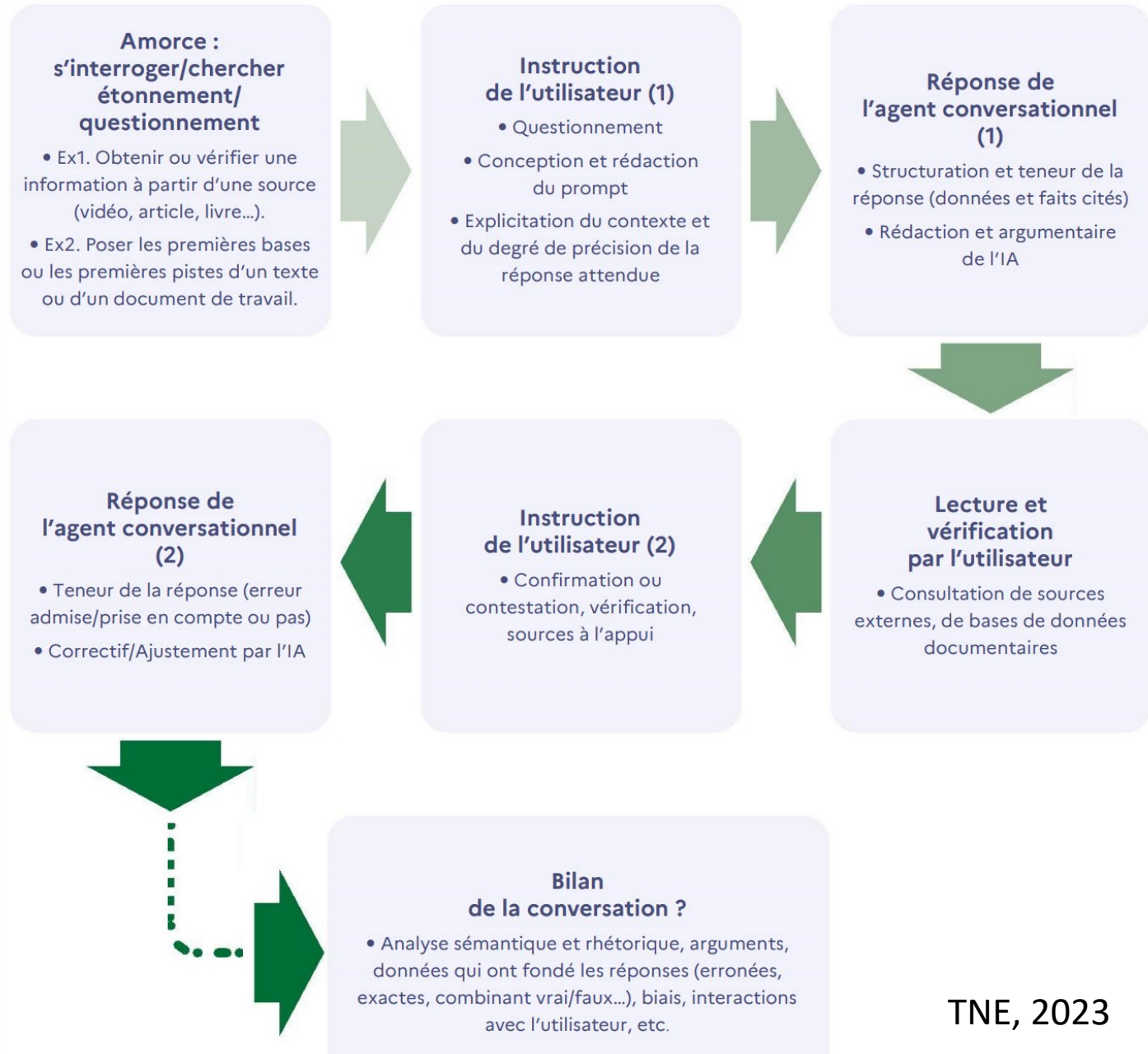
Illustration radicale en contexte scolaire

Cette année, chaque fois que je donnerai un devoir à faire, une fiche de lecture, une dissertation, un essai sur un sujet, je demanderai à chaque étudiant de me rendre deux copies : une copie ChatGPT et la sienne, personnelle. Ainsi, c'est coup double :

- Les étudiants seront incités à faire de bonnes requêtes auprès de ChatGPT, donc à apprendre à manier l'outil, ce qui leur servira par la suite.
- Mais ils devront aussi montrer qu'ils sont capables de faire mieux que la machine, ce qui est quand même la condition même de leur future employabilité ! S'ils s'en sortent moins bien, c'est qu'une IA peut faire leur job. Ils devront s'interroger sur ce qu'ils ont de plus que l'IA (la réflexion, l'esprit critique, la problématisation, l'honnêteté intellectuelle, la créativité, le style, les rapprochements originaux...). (Lacroix, 2023)

« J'encourage les étudiants à l'utiliser mais sous une double condition : qu'ils le citent comme n'importe quelle autre source et qu'ils me fournissent une capture des discussions qu'ils ont eues avec cet outil. Ensuite, et c'est le plus important, je les invite à se montrer critique quant aux informations obtenues. Ils ne doivent pas se contenter de me rapporter « le Chat a dit que... » mais vérifier si une information est juste et recouper leurs sources car ils ne doivent pas perdre de vue que ce que dit cette intelligence artificielle n'est pas une vérité absolue mais une simple réponse à une question basée sur des prédictions logiques ». (Saertenaer, 2023)

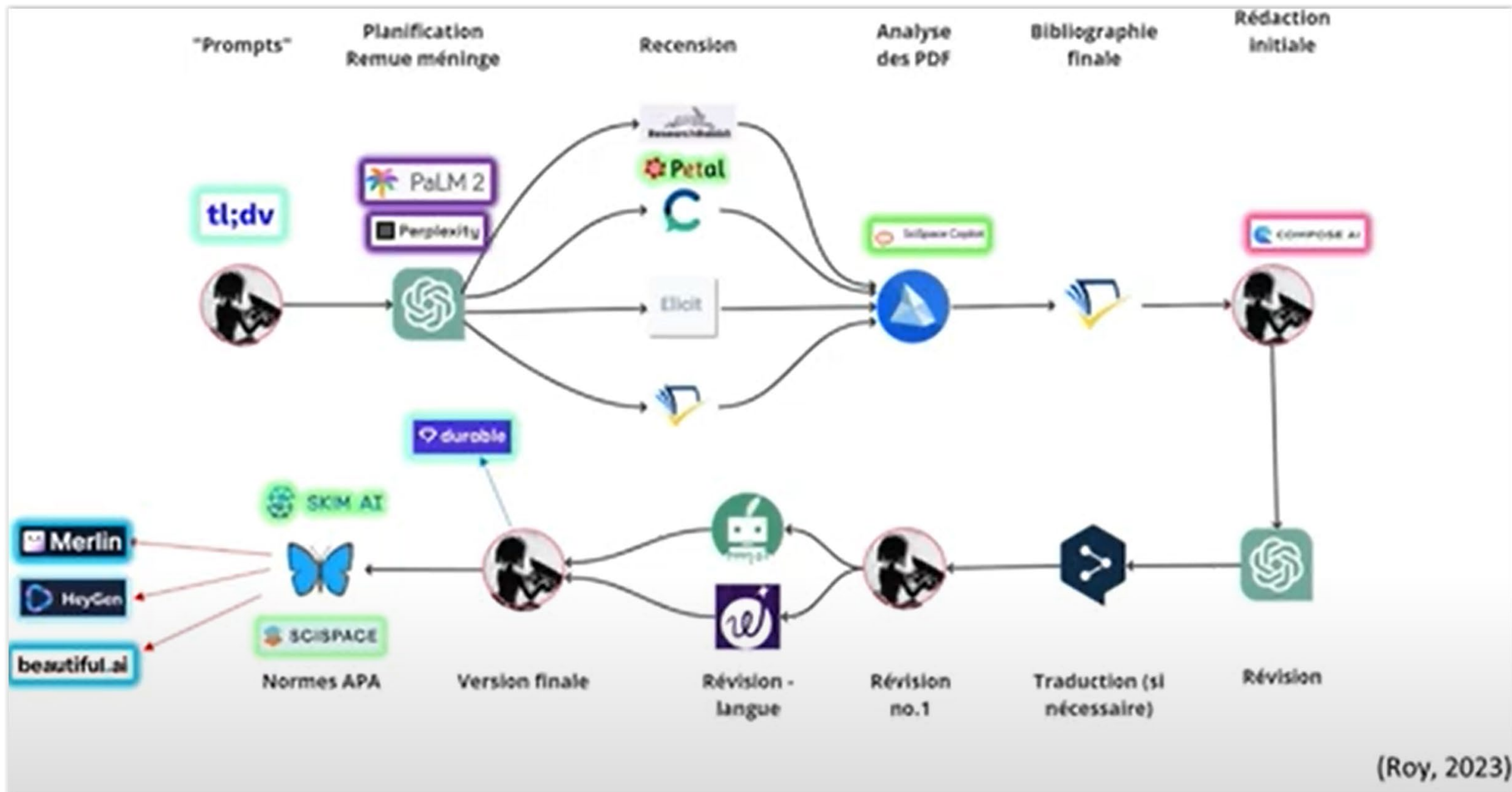
Modélisation de parcours utilisateur critique avec un agent conversationnel



TNE, 2023

« Cher.e étudiant.e, prouvez-moi que vous apportez qqch de plus que l'IA... »

LA TRANSFORMATION DES ENJEUX D'ENSEIGNEMENT (et de recherche) DANS UNE SOCIÉTÉ EN TRANSITION



Transposer le Contrôle qualité dans les cours !

Il fait des fautes, il a des biais. Les montrer ! Qu'est-ce qui est faux ? Qu'est-ce qui manque ? Qu'est-ce qui est trop vague ? Qu'est-ce qui est mieux/moins bon qu'une autre réponse, humaine ou non ? Un nouveau terrain de jeu pour l'esprit critique, si cher à l'enseignement supérieur... Et n'est-ce pas un entraînement à penser ?

to traditional essays. Asking students to rate and comment on a ChatGPT's answer to a question or to compare a ChatGPT-generated research paper with the original version is also a good way to develop critical thinking skills. ChatGPT can be considered an excellent source of

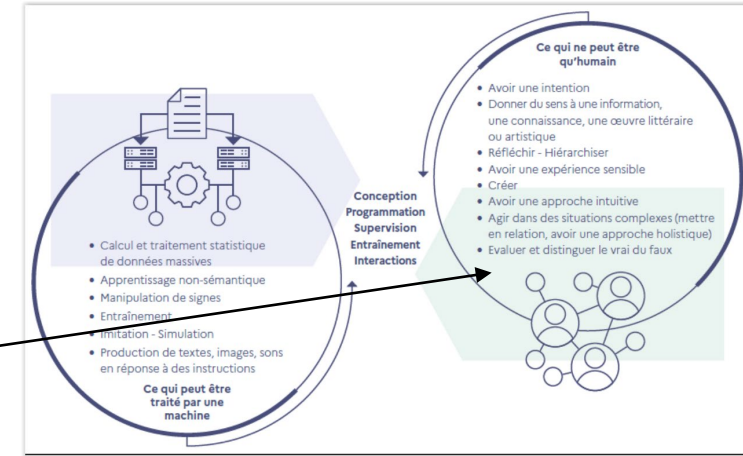
Barlette, 2023

Show students examples of inaccuracy, bias, logical, and stylistic problems in automated outputs. We can build students' cognitive abilities by modeling and encouraging this kind of critique. (Miller, 2023)

Ruses contre la paresse intellectuelle

- La minute du pédagogo : plus les travaux demandés sont conçus pour stimuler l'engagement, moins ils seront déferés à l'IA.
- Qu'est-ce qui est (à ce jour) impossible au Chat ? Les travaux donnés devraient assigner cet impossible aux étudiants (Mills & Goodlad, 2023).
 - Sources et citations
 - Images, audios, vidéos
 - Textes longs
 - Événements et ressources récents
 - Perspective locale*
 - Perspective personnelle (pourquoi avoir choisi ceci ?)
 - Perspective comparative (articulations nuancées)**
 - Perspective d'éclairage élargi (changement contexte)

• Une intelligence artificielle doit nous permettre par contraste de mieux saisir ce qu'est l'intelligence humaine



*

ChatGPT did a good job of accurately summarizing appropriate legal doctrines and correctly reciting the facts and holdings of specific cases. In many cases it was able to hone in on relevant legal doctrines without specific prompting by the question. For instance, in response to a tort law essay involving a homeowner who erected a dangerous Halloween decoration that injured a trick-or-treater, it not only specified the familiar elements of negligence (duty, breach, causation, and damages), but also correctly specified that the property owner—whom it identified by name—“has a legal obligation to maintain her property in a reasonably safe condition for those who are invited or permitted to be on the property.”

**

Moreover, ChatGPT's outputs on comparison and contrast are often superficial. Typically the system breaks down a task of logical comparison into bite-size pieces, conveys shallow information about each of those pieces, and then formulaically “compares”

and “contrasts” in a noticeably superficial or repetitive way.

**

- Bekijk de video over leertheorieën
- Bekijk nu dit essay
- Schrijf een verbeterd essay op basis van wat je hebt geleerd via deze video

<https://www.perplexity.ai/search/1c187d8c-ba73-4ed3-b5f3-498968083846?s=u>

super blue moon

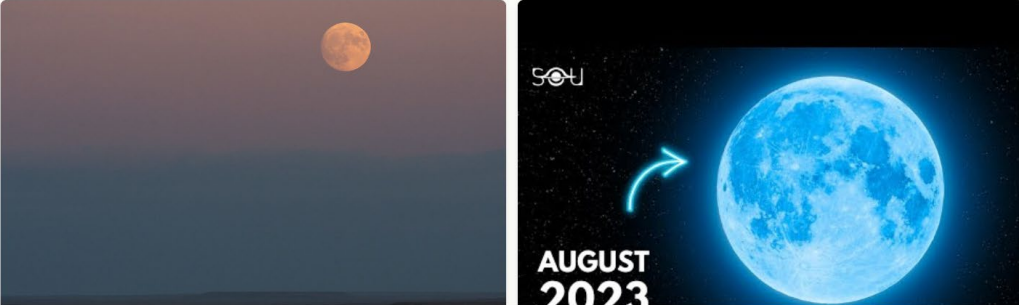
⚡ Quick Search

- Super Blue Moons: Your Questions Answered -...
nasa • 1
- The Next Full Moon is a Supermoon and a Blue...
nasa • 2
- Blue Moon — What is it and when is the next one...
space • 3
- What time is the Super Blue Moon of 2023? -...
space • 4
- What is a blue moon and when will the next one...
rmg • 5
- The Blue Supermoon: A Gem in the Night Sky -...
nytimes • 6

☰ Answer

A super blue moon is a rare event that occurs when two lunar phenomena happen at the same time: a supermoon and a blue moon ¹ ². A supermoon is a full moon that occurs when the moon is at its closest point to Earth in its orbit, making it appear larger and brighter than usual ¹. A blue moon, on the other hand, is the second full moon in a calendar month ³.

The next super blue moon occurred on August 30, 2023, at 9:36 PM EDT ² ⁴ ⁶. The next blue moon will occur on August 19, 2024, at 2:26 p.m. ET (1826 GMT) ³.



beta These features are in Beta and not 100% accurate. Use with discretion. You can share feedback here

Evidence-Based Answers, **Faster**

10 papers analyzed

Summary i

Consensus is a search engine that uses AI to find insights in research papers

These studies suggest that artificial intelligence can enhance learning abilities, improve teaching efficiency, and provide personalized experiences in higher education, ultimately promoting the development of skills and innovation among students.



It is found that artificial intelligence technology can enhance the learning ability and cognitive ability of students to a certain extent while improving the teaching efficiency and learning efficiency.

• Yes

Connotation Analysis and Paradigm Shift of Teaching Design under Artificial Intelligence Technology

Int. J. Emerg. Technol. Learn. | Jian Huang et al. | 2021

[Cite](#) [Share](#)

Based on SmartPIs software, the research analysis proved that artificial intelligence (AI) and machine learning (ML) are appropriate technologies implemented in higher education institutions (HEI) to develop skills among students, a collaborative learning environment, and an accessible research environment.

• Yes

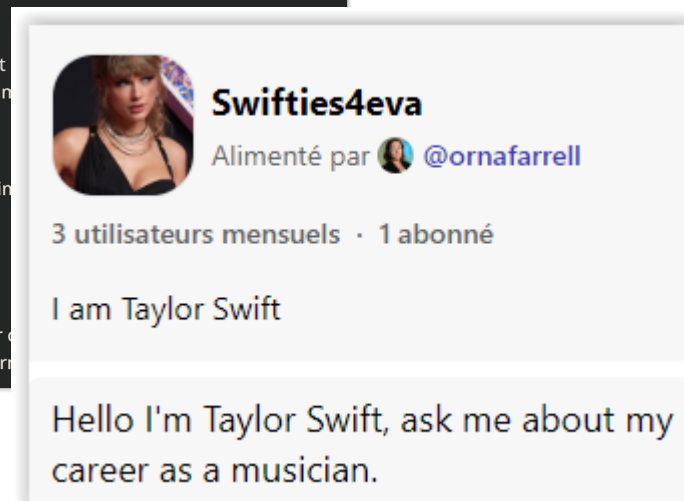
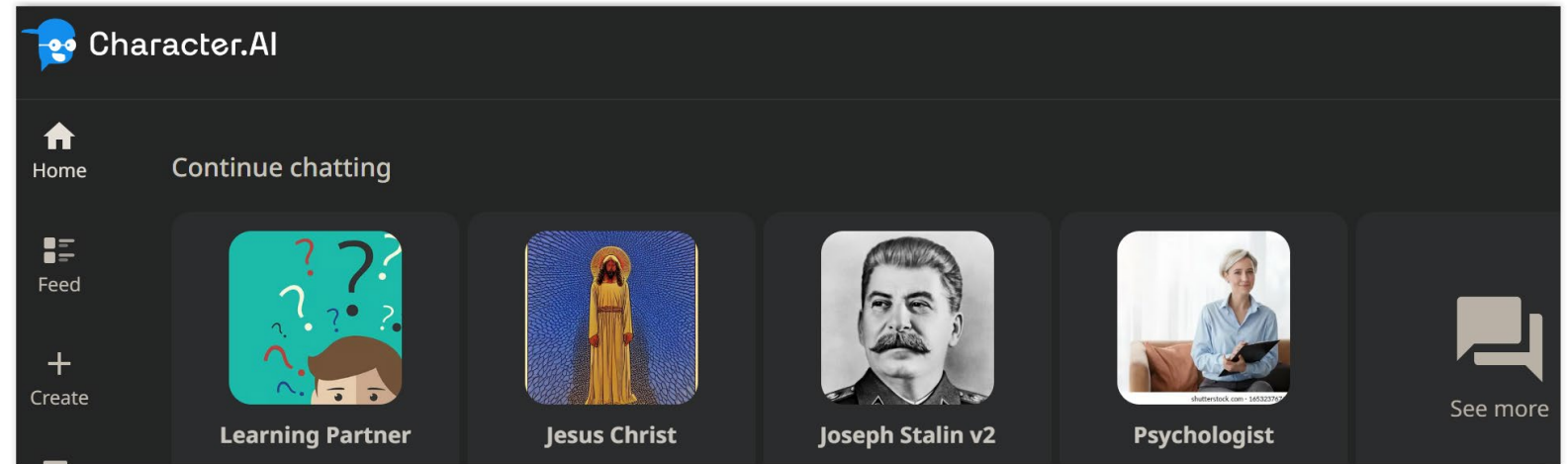
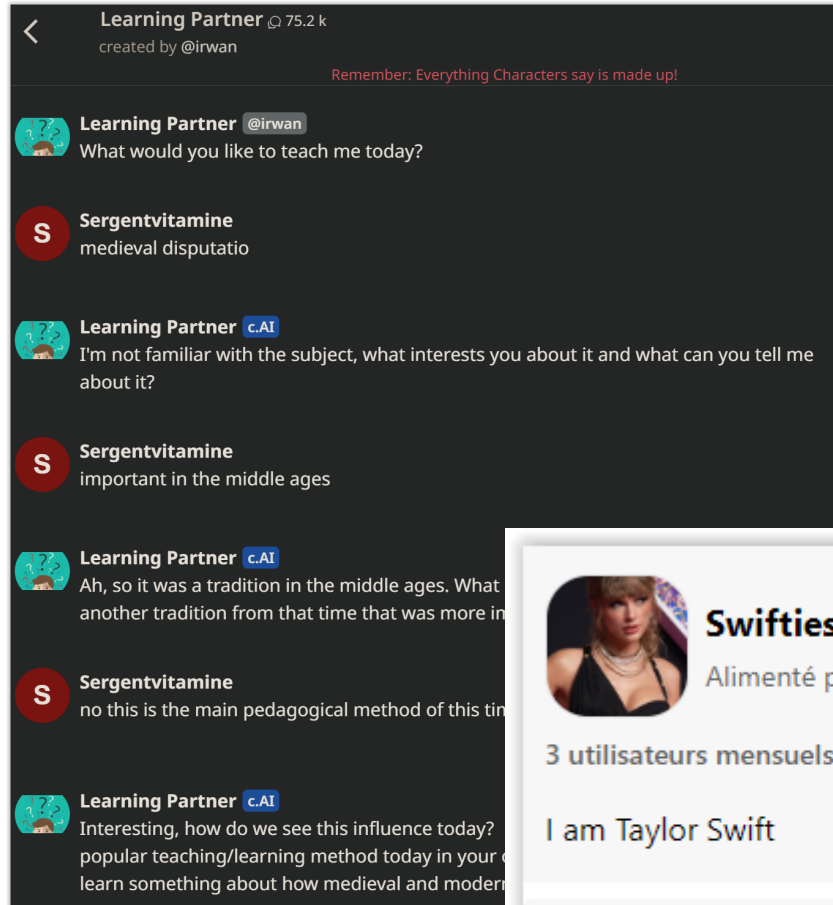
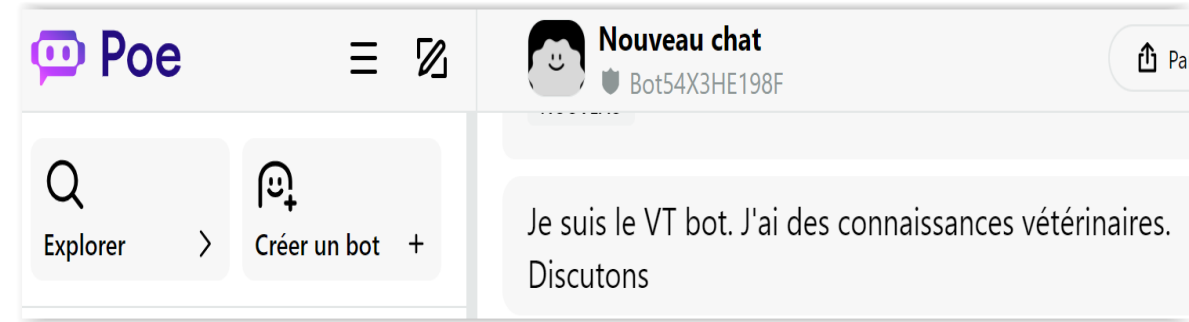
Needs and Performance Analysis for Changes in Higher Education and Implementation of Artificial Intelligence, Machine Learning, and Extended Reality

Education Sciences | Milena P. Ilić et al. | 2021

[Cite](#) [Share](#)

- Travaux plus personnels
 - Travaux plus transparents
 - Travaux plus nombreux
 - Travaux plus oraux
-
- “The bot’s response isn’t the first and last word in the conversation”
(Miller, 2023)

Evaluer la qualité d'une conversation (nouvelle activité pédagogique ?)



JEU DE ROLE

Agit comme un employeur qui me poserait des questions pour une entrevue d'embauche. Pose un maximum d'une question à la fois.

Agit comme si tu étais Nietzsche. Répond à mes questions à propos de l'idée de Dieu.

Où l'on retrouve la classe inversée

- Travail qui exige la mise en lien avec un contenu/une discussion de cours (« local »). Ex. : conversation avec personnage célèbre
- Commencer un devoir en classe et le prolonger à la maison (in-class assignment)
- Commencer un devoir à la maison et le prolonger en classe
- “The bot’s response isn’t the first and last word in the conversation” (Miller, 2023)

« Une utilisation intéressante est lors de classe inversée: l'année passée, avec ChatGPT, les étudiants ont pris la moitié du temps nécessaire pour construire leur présentation. Le temps gagné a été utilisé en fin de module pour lancer des débats et des réflexions critiques avec et entre les étudiants ». (S. Massart)

Autres éléments liés aux activités pédagogiques

- L'agent prend à son compte une partie de la tâche qui, auparavant, incombait entièrement à l'étudiant ou à son groupe de travail => plus de travail (et plus complexe)
- Si les textes sortent tout seul, on peut retrouver l'oral (le surpondérer ?)
- Si les documents, les exercices, les corrections, les fb sortent tout seul, on peut retrouver du différencié*
- Evaluation continue (progressive assessment)
- Se servir du Chat comme catalyseur d'une discussion sur ce qu'un travail d'étudiant est sensé démontrer comme compétence (« reproduction et réponse à de nouvelles situations. Quelle valorisation pour l'une et l'autre sachant que le chat ne fait que la première ? Cette distinction permet de penser le type d'exercice qu'on fait faire ». Schuwey, 2023) / Que veut-on évaluer ? La capacité d'étude, de mémorisation, de restitution ? La rédaction ? La compréhension ? L'imagination ? Le positionnement personnel ? Remise en question en vue.
- Limite au discours : cette présentation plébiscite certains changements de pratique. Mais que dire aux enseignants qui ne peuvent pas ou ne veulent pas ce changement par inadéquation du sujet, voire de leur discipline avec des stratégies pédagogiques alternatives incluant l'IA ?

Mollick & Mollick, 2023

AI USE	ROLE	PEDAGOGICAL BENEFIT	PEDAGOGICAL RISK
MENTOR	Providing feedback	Frequent feedback improves learning outcomes, even if all advice is not taken.	Not critically examining feedback, which may contain errors.
TUTOR	Direct instruction	Personalized direct instruction is very effective.	Uneven knowledge base of AI. Serious confabulation risks.
COACH	Prompt metacognition	Opportunities for reflection and regulation, which improve learning outcomes.	Tone or style of coaching may not match student. Risks of incorrect advice.
TEAMMATE	Increase team performance	Provide alternate viewpoints, help learning teams function better.	Confabulation and errors. "Personality" conflicts with other team members.
STUDENT	Receive explanations	Teaching others is a powerful learning technique.	Confabulation and argumentation may derail the benefits of teaching.
SIMULATOR	Deliberate practice	Practicing and applying knowledge aids transfer.	Inappropriate fidelity.
TOOL	Accomplish tasks	Helps students accomplish more within the same time frame.	Outsourcing thinking, rather than work.

Strategy	Description
Summarizing	Create a written or oral summary of the material
Mapping	Create a concept map
	Create a knowledge map
	Create a matrix organizer
Drawing	Create a drawing that depicts the text
Imagining	Imagine a drawing that depicts the text
Self-testing	Give yourself a practice test on the material
Self-explaining	Create a written or oral explanation of the material
Teaching	Explain the material to others
Enacting	Move objects to act out the material

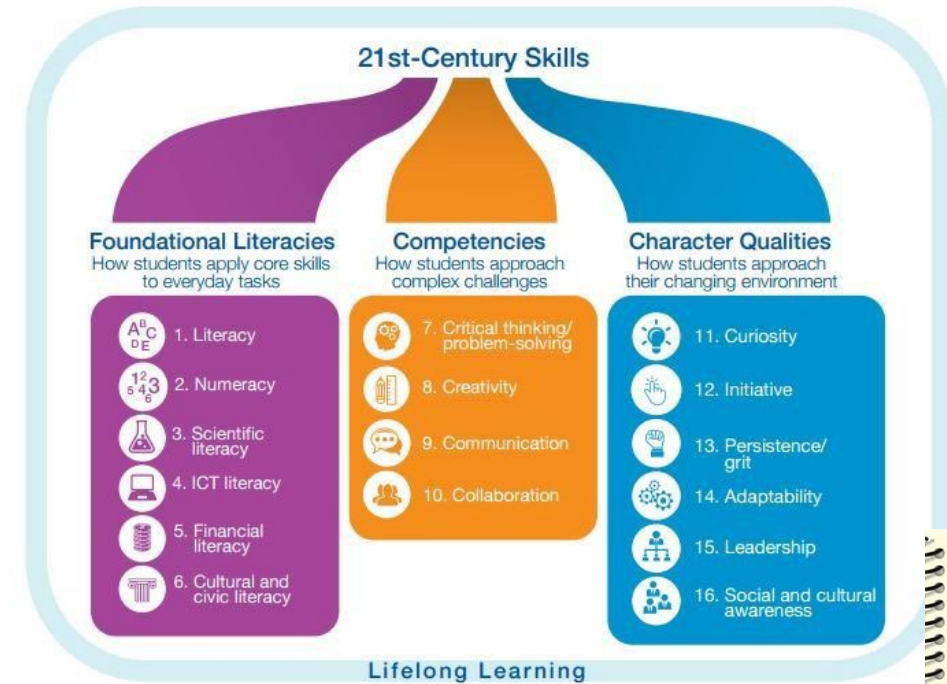
Contrôler l'IA et la surpasser

within the reach of many GenAI tools. All of this makes generally productive learning activities, like the generative strategies highlighted by Fiorella and Mayer (2016), possible for GenAI tools to complete. The following figures are an outline, produced by ChatGPT (Fig. 1) and a summary (Fig. 2) of the first section of this editorial.

These problems, developing or utilizing instructional strategies and assessments that help students learn despite easy access to GenAI tools, require flexible thinking and innovation on the part of teachers and instructional design-

Profils de sortie

Exhibit 1: Students require 16 skills for the 21st century



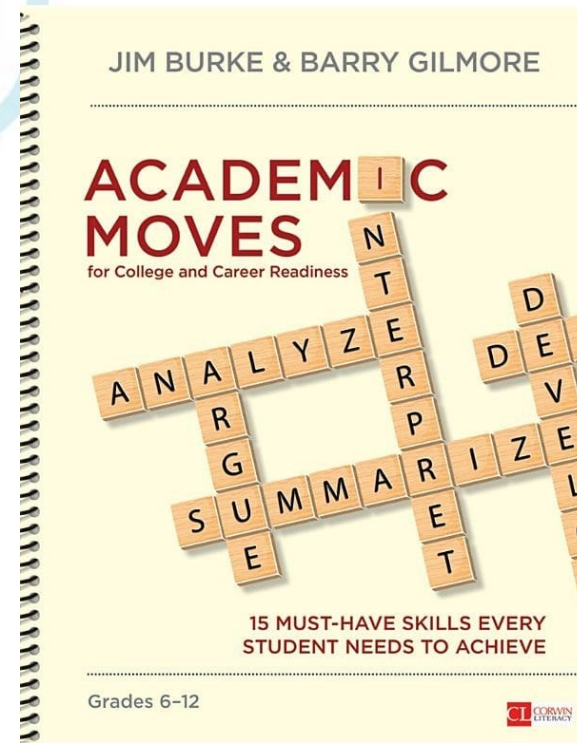
Note: ICT stands for informational and communications technology.

Rethinking the entwinement between artificial intelligence and human learning: What capabilities do learners need for a world with AI?

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clear. Our ideas shared here suggest five broad approaches:

- *Explicit teaching*, which includes the development of students and teachers' AI literacy (SK, SH/JT) and humanistic thinking, such as ethics, philosophy, and historical ways of thinking (SP, RMM).
- *Authentic learning* that involves active engagement with AI in workplaces or other contexts (GS, SH/JT).
- *Critical thinking and reflective practices* that deepen understanding of how AI shapes and is shaped by human practices and cultures (SP, SH/JT).
- *Discourse and epistemic practices* that engage people in the shared creation of meanings through mastery of language, methodologies, artefacts, and other tools, including AI (MDL, SBS, SK).
- *AI-mediated learning*, where AI is a scaffold for mastering the most complex human capabilities, such as creativity and self-regulation (DG, RM).



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