

Workshop about developing educative scenarios

with GenAI tools

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Description of your learning resource or course:

Workshop to define and discuss different educative scenarios using GenAI tools. The target audience is students of the master's degree in ICT applied to education.

The workshop objectives are: a) learn how to use GenAI tools to support teachers' activities; b) Reflect on the potentialities and risks of GenAI applied in teaching/learning processes; c) Present and discuss with the classmates the designed scenarios.

Context in which the learning resource was created:

The context is a teaching unit of 8 hours within the scope of a subject in the Master's Degree of ICT applied to education at the University of Salamanca (Salamanca, Spain). The subject is entitled Design and assessment of digital resources; the unit is entitled Technology and knowledge management. The students' profiles are mainly from educational-

based bachelor, with a predominance of undergraduate studies for future early childhood and elementary school teachers. Still, other undergraduate studies are also represented, such as History, Pedagogy, Social Education, Engineering, etc.

AI tool(s) used:

ChatGPT (free version), Microsoft Bing

Explanation of the process followed:

1. Introduction Session
2. Two hours introducing the AI in Education issues
3. ChatGPT Session
4. Two hours developing an introductory workshop of ChatGPT for educational purposes
5. Workshop Session
6. Presenting the activity (online)
7. The class is organized in teams of 3 people.

The activity aims to develop an educational scenario with ChatGPT (or other generative artificial intelligence tools) to present and discuss the results. Possible options to choose:

- a. Create a story for primary school children where the narrative may require them to do manual activities, solve puzzles, etc.
- b. Take 3 different roles on an educational problem and develop it with ChatGPT from each perspective. Summarize results, commonalities, discrepancies, etc.
- c. Development of a didactic unit for a second-cycle primary school subject.
- d. Use ChatGPT as an assistant to develop an essay on a topic of scientific interest, summarize it, and create a presentation.
- e. Generate a comprehensive assessment approach for a subject (including question banks, quizzes, tests, rubrics, etc.).
- f. Design a gamified approach for a unit of a subject of the educational level of choice.
- g. Design a battery of mathematics exercises for a chosen educational level.
- h. Design gamified activities for learning English at a chosen proficiency level.
- i. Free theme different from the ones listed below

Each team will develop and document the experience during two and a half hours.

Each team will have 5 minutes to present their experience and 10 minutes for discussion.

Each team will deliver the presentation on the virtual campus with their experiences, which must include the link to the work session with

all the prompts made to follow the whole creative process.

1. Development of the scenario (2.5 hours)
2. Presentation and discussion (15 minutes per group)

Key learnings and recommendations for others:

It is essential the introductory session and the hands-on workshop with ChatGPT to teach the students (future teachers) the right way to introduce the GenAI tools in the teaching and learning processes.

Each group must understand the activity and choose a different scenario to develop to enrich the discussion.

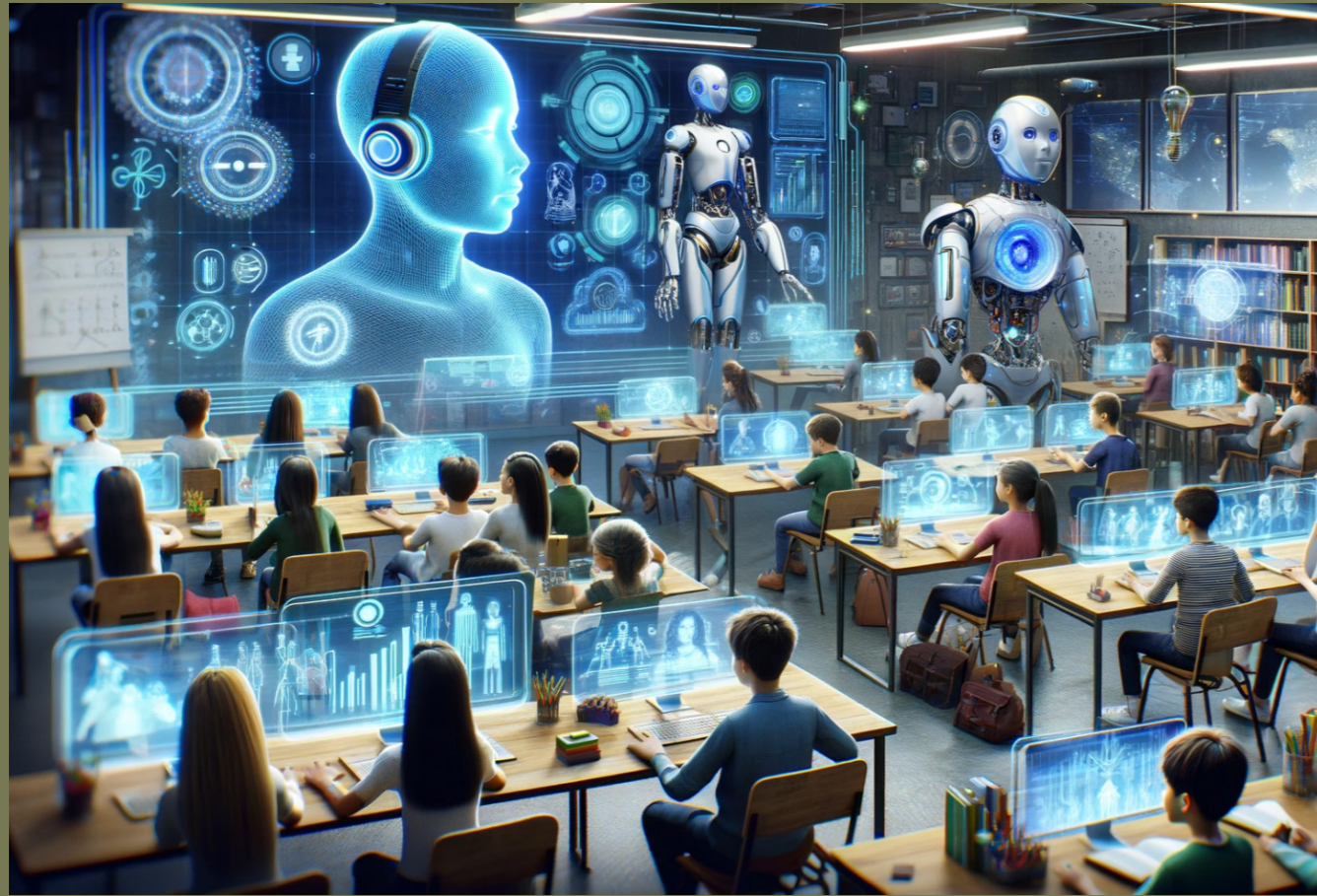
The process is more important than the product. For this reason, the prompts used must be included in their final deliveries.

The challenge is encouraging them to discuss with each colleague to underline the lessons learned, focusing on the potential benefits and risks.

Links for more information:

Resource in Spanish:

<https://doi.org/10.5281/zenodo.10157796>



La era de la Inteligencia Artificial en la Educación

Relevant literature resources

Flores-Vivar, J. M., & García-Peñalvo, F. J. (2023). Reflections on the ethics, potential, and challenges of artificial intelligence in the framework of quality education (SDG4). *Comunicar*, 31(74), 35-44. <https://doi.org/10.3916/C74-2023-03>

García-Peñalvo, F. J. (2023). The perception of Artificial Intelligence in educational contexts after the launch of ChatGPT: Disruption or panic? *Education in the Knowledge Society*, 24, Article e31279. <https://doi.org/10.14201/eks.31279>

García-Peñalvo, F. J. (2024, January 24). Generative artificial intelligence in higher education: A 360° Perspective IFE Conference Special Event; Artificial Intelligence in Education Summit, Tecnológico de Monterrey, Monterrey, México. <https://doi.org/10.5281/zenodo.10499828>

García-Peñalvo, F. J., Llorens-Largo, F., & Vidal, J. (2024). The new reality of education in the face of advances in generative artificial intelligence. *RIED: revista iberoamericana de educación a distancia*, 27(1), 9-39. <https://doi.org/10.5944/ried.27.1.37716>

García-Peñalvo, F. J., & Vázquez-Ingelmo, A. (2023). What do we mean by GenAI? A systematic mapping of the evolution, trends, and techniques involved in Generative AI. *International Journal of Interactive Multimedia and Artificial Intelligence*, 8(4), 7-16. <https://doi.org/10.9781/ijimai.2023.07.006>

Multimedia and Artificial Intelligence, 8(4), 7-16. <https://doi.org/10.9781/ijimai.2023.07.006>