

# How are teachers using AI tools?

## Panel discussion handout

### Idea 1: The power of words

by Iman Hassan Zain

In this activity I will show how learners' descriptive writing can be improved by using the AI tool, Microsoft Bing Image Creator (<https://www.bing.com/images/create>), through converting tiny details in writing into images. This lesson can be done with primary-aged learners at level A1 and above. In this case, we had worked on vocabulary to describe rooms. Learners all need access to a device.

#### Procedures of the activity 'The power of words':

Steps	Description	Time
<b>1 Pre-activity: Warm- up and brainstorming</b>	Teacher shares the link of the application Microsoft Bing Image creator to students then the students download the application if working on a mobile device or access the webpage on their browser. After that, teacher displays a picture of a living room, and they ask students <i>What can you see in this picture?</i>	2 mins
<b>2 During activity: Engage and mentor</b>	Teacher illustrates how the students put the prompts in the chat box. Teacher tells students they must try to use accurate colours, adjectives and verbs to get similar image to the original one.	3 - 5 mins
<b>3 Post-activity Follow up</b>	Students display their images. The best image looks like the original one.	2 mins

# Idea 2: AI in a flipped classroom model

by Nurohman

Integrating a flipped classroom model with AI-driven tools can foster Gen Z students' learning motivation, engagement, performance and can facilitate personalized learning. The first step is a planning stage for teachers. In this stage teachers need to identify and choose the most suitable AI-driven tools for their learning objectives. Then, they will create a detailed plan for pre-class work, including which engaging activities to use. Here they should also prepare a post-class review. Here are the next three steps to incorporate AI-driven tools into a flipped classroom model.

Stage	Teachers are...	Students are...
Pre-class activities using AI tools	<ul style="list-style-type: none"><li>-Sending assignment via LMS, email etc</li><li>-Monitoring students' activities and providing remote assistance.</li></ul>	<ul style="list-style-type: none"><li>Logging into <a href="https://quizizz.com/">https://quizizz.com/</a> to do the assignment related to a certain topic.</li><li>-Watching videos of the same topic (e.g. using <a href="#">this video</a> for procedure texts), and answering questions based on the video.</li><li>-Checking spelling &amp; grammatical accuracy of answers with an AI such as <a href="https://www.grammarly.com/">https://www.grammarly.com/</a></li><li>-Submitting their work via a Google Drive link.</li></ul>
In-class activities using AI tools	<ul style="list-style-type: none"><li>-Monitoring students' activities and facilitating their needs with suggestions or feedback if necessary.</li><li>-Assigning students to create their own procedure texts in the context of banking and accounting.</li><li>- Helping students from groups of 2-3 members</li></ul>	<ul style="list-style-type: none"><li>- Discussing their understanding of the learning materials (procedure texts) with their teammates.</li><li>-Utilize AI-driven tools or chatbots such as ChatGPT, <a href="https://www.perplexity.ai/">https://www.perplexity.ai/</a> , or <a href="https://gemini.google.com/">https://gemini.google.com/</a> to create their own procedure texts in the context of banking and accounting, and facilitate discussion with teammates.</li><li>-Using GoogleTranslate, <a href="https://www.deepl.com/">https://www.deepl.com/</a> , or an online or offline dictionary to check difficult words.</li><li>-Uploading and discussing their teamwork results with other classmates by using Padlet.</li></ul>
Post-class activities	<ul style="list-style-type: none"><li>-Giving feedback to students' individual work</li></ul>	<ul style="list-style-type: none"><li>-Filling in a reflective survey about the activities they have done via an online survey tool such as GoogleForms.</li></ul>

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# Idea 3: Hire AI tools

by Pilar Capaul

## Practical Activity

It is well-known that AI tools have shortcomings, but so do we! Let's harness the power of AI by working on an activity to learn how to make the most of them. The following five steps are a lesson that was done with teenage intermediate level learners.

1. Come up with a set of interview questions to hire someone to occupy job positions.
2. Pick an AI tool and ask it those questions. Each AI tool will give different answers.
  - a) Chat GPT <https://chatgpt.com/>
  - b) Gemini AI <https://gemini.google.com/>
  - c) Copilot <https://copilot.microsoft.com/>
3. Analyse the answers they get and think about who they would give each post to.
4. Put their new "employees" to the test by asking them to do tasks people who have the profession they were hired for do, e.g. if students decided to hire Chat GPT as their GP, they could come up with a set of symptoms and share them with the platform to analyse the way it would cure its patients.

(Fun fact: When my students did this, they started describing different AI bots the same way they describe people, e.g. "Bing sounds like a hippy friend who wants to travel the world and grow as a person". You'll see why when you watch the recording!).

5. Finish with a discussion where students reflect on the usefulness and reliability of AI. Are they always to be trusted?

## Tips

Beware of loaded questions, i.e. those that include some kind of assumption the responder is likely to be triggered by. This is why this activity can be used not only to learn more about the effectiveness of AI, but also how to use it.

- Before students begin working on the task, analyse the questions they are planning to use. What hidden assumptions are students including in their questions?

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A recording of Eman, Nurohman and Pilar's webinar can be watched here:

<https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/ai-learning-mini-event>