

**Transcript for Enhancing the Human Aspects in Designing Learning with Generative AI
2024 ETUG Spring Workshop: Digital Literacy Today – Day 2, May 10, 2024
Educational Technology Users Group
Presenter: Gwen Nguyen**

FACILITATOR:

Okay, I have the pleasure of welcoming Gwen Nguyen back with us today. She's an advisor with learning and teaching at BCcampus. And she's going to be, her presentation is called Enhancing the Human Aspects in Designing Learning with Generative AI. Over to you, Gwen.

GWEN NGUYEN:

Thank you and hi everyone. My name is Gwen and because this is the second day already and I did a session yesterday, so you have already know me from the session yesterday. So it's me again. How is everybody doing well? Well, I feel full. I know. Yes. Me too. I'm tired too. I feel, but I feel full and also very thankful to be here and learning with everyone in the past two days. Normally I'm not quite a talkie talker honestly. But besides my work as a learning advisor with BCcampus and also instructional designer before ,with my roles, I'm also a Haiku practitioner, so I learned to leave intentional spaces in my teaching as well as in all the cultural practices that I'm engaged in. So that's why, but I did submit two proposals for this presentation for this ETUG conference because I was worried that the other would not get accepted and then I wouldn't get the chance to be here. Well, that too, but actually I think it is such a crucial time to come together and then to envision, to reimagine the purpose of education in this age. So, and I didn't want to miss that honestly. So I wanted to share this. So we want to start off with saying I'm not at all an AI expert. I'm a learner just like anybody else in the room. But I'm a very curious learner. So I read quite a lot and then I also did a few papers related to generative AI. And on top of that, I think I care, I care because one says in English, usually we say, "What do you do?" Then we say, well, I teach, remember before one of my fellows asked me, "What do you do?" And I said, I teach. They said, "No, you don't just teach, you actually teach students something always." And then at first I thought it actually just correct my, English grammar. But then I think about it, even when we are in a very personal space, we actually do those things with others. Always. So, yes. So I think it is very important for us to bring those human elements, especially at this stage. And I usually start off with the territorial acknowledgment. But yesterday after a very insightful land welcoming from Reeva, I took it up, I took the slide up and then last night I came back and I think I could do a bit better. So I just added the slide an hour ago. I think I got to add it an hour ago. And those photos, actually, I took those photos on my walk with Melanie and Jamie on my walk yesterday. So I feel very, I was very uncomfortable when I was thinking of, I was forever an invited guest in this land wherever I go in Canada at first. But I attended a keynote from our studio conference last fall and then Cathy, the speaker said that it's good to be uncomfortable as an invited guest because in this uncomfortable space, I'm more responsible, I'm more mindful about every step I take in all the practice that I'm both. So I leave it there and then I hope that throughout all business and things that we engage, we also take care of ourselves and then save some space for those reflective moments.

So yeah, so about the designing, this was also added up last night. So, let me find, what is the, what is the name of the restaurant that we was at? The social event last night? Butcher? And yeah, Butcher and Bullock. Yes. So I was at that event, social event with some folks yesterday and after a few drinks, after some good food, I think that I got a bit older and wiser. So that's why I changed. And then I designed, I redesigned this one. I turned this one, I took these thing off, I added this thing on. So I would like you to turn to the person next to you. You're not. Then find someone that you haven't spoken to yet since yesterday and share on the scale of on an AI scale. How do you feel when you hear another talk and conversation related to AI? Just one minute or two minute check-in everyone. Ah. Thanks, everyone. Thanks everyone for sharing. Oh, I saw the comments in the chat. Yeah. So in the chat there's also some sharing about this checking activities. Yes. And thank you. So as, as you can see, as I said, I redesigned this, I redesigned this presentation because I wanted, I really wanted you to leave this session today, the last session today with a lighter heart and maybe, put a couple of things, one or two from my presentation into the gift box that you've been collected since yesterday. So, so I did it. And when I, when we think about the word "design," actually, we in the world that we live in today, we couldn't go through a day without the touch of the hand of the designer or the work of the designer. Why are we appeal to one type of coffee machine rather than the other? Why are we appeal to this iPhone smartphone rather than the other smartphone? So these are all the work of the designer and they probably share the same functions, they do the same job. But that's why in this tough time that I call it, it is really important to go back to bringing those important elements, human elements back to the core of the design. And my work is actually not something brand new at all. It's been enhanced and shares being throughout the presentations since yesterday. No, go here.

Here, I would like to share some photos actually, those are the photos that I took from my courses before at the University of Victoria with my students. And there's another photo generated by Joly when I prompted with thinking about the environment of teaching and learning that human at the centre. So as a learning experience designer or whatever roles that you are in, think about what photos that you might choose when you want to represent the human element in the design world of education.

So technology is everywhere now, like generative AI. AI is everywhere now. I think rather than talking about whose fault is that, we think about something that we can do in this world.

And there are few quotes that I really like from some articles that I read and the reference will be at the very end. So, and the last one is, "There isn't much educators can do to slow down AI development, but you do have control of your own class environment, and it is prudent to prioritize the humans in these spaces." And this quote is actually from the articles that one of my great team members Helena Prins in her blog "An Educational Emergency: The Bot vs. the Human in Your Classroom." So, yeah.

So in my presentation today, I won't talk about ChatGPT. I won't talk about GenAI literacy. I won't promote any specific AI tools at all. And we won't discuss the students cheating using AI.

But rather what we do is we will reflect on the core human elements that we value and then how those elements can be ensured to be at the centre of our design. And we discuss those, how it can be enhanced with generative AI.

So at first I design this one as a Mentimeter activity. But now I decided no Mentimeter, no need. So if you join me online, you can just pop your answer in your chat. And if you are here right now, turn to someone next to you and then share what aspects of teaching do you value the most?

Thank you. It's so great to see that at this very late time that you are still here and then engaged in this conversation and through the chat, there's a couple of comments related to this question. So in the chat, they also share "connection, sharing, creation" or the other comments related to also connection. Yes. So, so let's keep this because we're going to go back to this later activity. I want to go here so hard with one, which is one screen.

But I will talk a little bit about the human-centred learning design. So human-centred learning design ensures that digital learning and teaching has the learner as its focus, and the teachers need to see themselves as the architects of learning environment. And in other words, the teachers are actually the designer of real-world learning experience and build the students' capacity to navigate the unknown. So there's a whole bunch of literature related to the human-centred design. But this quote about human-centred design learning, which places the human at the heart of digital pedagogy, and learning design can help educators and leaders ensure that learning, digital learning is effective, inclusive, and engaging.

So I will share this one is the human-centred learning design informed framework. And in this one, as you can see, the learning ecology, which is a set of context that felt in either physical or virtual spaces that you can see the student is at the central and then with the people, those are including educators, learning designers, leaders or maybe other learners, administrator support staff and resource and infrastructures refer to, for example, GenAI, learning spaces, LMS for example, and the system and policies is like the broader context of other facts and policies, curriculum, and pedagogy. And in this, you can find some of the learning models that are actually being developed to assist educators to make informed choices using digital technologies, for example, like TPACK you know, like SAM in this case.

Yeah. I will go to a little bit to talk about because there are six dimensions over here. So there are some strategies that we can adopt and develop the learning experiences that modify this learning-centred design. The first one is Use the structure but also at the same time, flexible design to accommodate varied needs and interests of learners. The second one is: We need to prioritize accessibility, diversity, inclusion in all learning. And number three is Apply strategies from inquiry and active learning to make learning more engaging, meaningful, effective. And number four is Provide opportunities for teachers and students presence in learning space and offline support connection as well. Number five is about foster collaboration and participation

in learning activities. And the last one is about promoting innovative, innovative, okay. got it, innovative, authentic ongoing approaches to feedback and assessment. So some of the activities that relate to GenAI that's proposed through some educators and also in the research is there's the, there's the book that is called there's the article "Artificial Intelligence for Good." So in this article, Dr. Pechenkina actually suggests that we can redesign assignments to maximize the students' critical thinking problem solving. And so when we actually ask the student from the auto-generated essay, the student is invited to identify the issues and the gap in those essays and offers improvement, for example. Those exercises actually can help demystify these tools and processes as well as the student can learn about the writing process and referencing as well. And the other example that is shared is one of the professors actually asked the students to create their own visual monuments designs to reimagine the public spaces where colonial and confederate monuments have been removed from Washington state, for example. And they the work of the students, they can use DALL-E or Midjourney to imagine the monument that, for example, like Christopher Columbus kneeling down that we cannot see in other cases. Or they can also imagine in what way the moment can comfort women through generations like and the moments to animals as well. I don't have a copyright to reshare those. But those are some of the projects that actually put the student or the learner at the centre of the design.

So there's a quote that I really like from this document that is "AI might be used effectively to reduce the background work to allow the teachers more time to differentiate for their students, but it cannot replace the teacher." Yes. And again, it's a good time to come together and to, to bring the human elements in teaching forward in a way that we, in a way that no algorithms actually can replicate.

So by no means this model or this framework in the designing with generative AI with the human elements forward is the best answer. But this is what I taught and what from my values that I come up with this model. So the first one I call it 5C and 1F. 5C is first one for critical thinking. And the second one is creativity. The next one is collaboration, continuous learning and feedback and compassion. And one is the last one is the, the important one is the fun element in our teaching as well.

So now what I would like you to do is there's an activity that I want you to explore the pilot activity and I call it Avatar AI-Palooza. So, yes. So in this activity, I really like you to be playful, explore the AI-enabled functions. The Padlet by creating the fictional, humorous AI avatar that could be helpful in teaching and learning, but it got to be fun. It's got to be fun too. Yes. So maybe, maybe if you can think of.

You can start with the names with a funny personality and then maybe give it a catchy name and then we describe it using the Padlet. So I will do a little demo on the Padlet and show what I did with this one.

So I would go with this and make it big. So here I put the example. For example, I call it Miss Grammar Guru Gray and she's the grammar and spelling perfectionist. And she, she really wants to, she usually carry a very big, she used a very big red pen and is ready to edit the whole world. And she, she actually can offer the real time grammar and spelling corrections in a theatrical voice to keep the learners amused and also attentive. So what I do is on this Padlet, I add the name here and then I do some description of this one. Then through this, I can also, I can draw and then you can put the prompt over there. You can put the prompt like I did about Miss Grammar Guru Gray and then they come up with some pictures and then you can choose one. But the very first thing that you do is in the Padlet, click this one and then maybe think of, play a little bit with this enabled AI activity. Well, it can be anything. It can be anything but it should be somehow useful in teaching and learning. But also, has a very funny personality, for example, like I tried with this one. Well, I tried with this one because I was thinking of, I was corrected. All the time. So the very first thing is that I think of some AI that can help with the grammar. So I called her Grammar Guru Gray example and she could offer the grammar and spelling mistakes. Well, feel free to play with this in the next couple of minutes before we turn to the next activities. But by no means you need to share this at all and the Padlet is there if you want to share later. Yeah. And it's anonymous too.

Oh, I could see some over here. Yes. Like Citation Generator. Yeah. Help you when you need evidence to support your claims. Yes. Like Miss Friday Vibes. Oh, I love it. She brings snacks and yeah, she wants to know your weekend plans. So that can be, you know, like witness. I was thinking, yeah, it could be good with the students at the end of the day or, it could be used for the workshop today. Friday, last one. Yes, Frank Foodie. But yeah, I love it. And thank you very much for sharing those things. Yeah. Thank you for playing and sharing those. Yeah, I want to move on to the next activity because I think I would like to leave some minutes at the very end of the session for question and answer. So I go here.

So the next activity that I would like us all to do is develop a practical framework that maximizes the human element with teaching with GenAI. So in this activity, actually, I want you to revisit the activities that we did before about the core value of your teaching practice. And then think of anything, it can be five C, it can be four C and an E, an E like from the empathy in Luke's presentation yesterday when designing with persona like anything. Yeah. So when we think about it, actually, we can actually we also can invite students to do this framework and co-create the policies when using GenAI in their work if it is allowed at your, in your coursework somehow. Yeah. So let me explain a little bit about this, a bit more about this activity. So what I want you to do is revisit the core human elements that you reflect at the beginning. And then the second thing is, design the framework, design the framework from those core values. And then one is, the last one is design a concept of a learning activity that integrates GenAI and enhances those elements or some of those elements. So maybe we take the next five minutes to talk with the people at the table and then I will invite each group to share the framework that you come up with. That could be great. Yeah. And the learning activity using the concept of the learning activities using GenAI to enhance those core elements.

I'm wondering if anyone wants to share their framework?

FACILITATOR: We have a volunteer here.

ANDY: Okay. So yeah, we came up with three things that would be part of our framework, which would be mentorship, growth, and support. So for support, we might use some kind of AI tutor there. And then for mentorship, we might use AI to sort of generate pathways through the content, sort of help them see how they're going to go from the starting point to where they need to go. And then maybe for the growth aspect, we could use AI to create fun images as like badges to say, okay, you've completed this unit. Here is your kind of badge, you know, something like that. That's the kind of the fun element.

GWEN:

Yeah, that's great. That's really great. Thank you, Andy, for sharing. Anyone else? Well, again, there's no right or wrong at this at all. Yeah, please feel free to share whatever you come up with. Yeah,

PARTICIPANT:

I mean, this was, we were discussing, we didn't have time enough to decide something in the file. But we, we were just sharing about songs. So this is more like, I share my personal, like a very personal experience and my words, I don't know. So my husband and I, we just went for honeymoon and we went to Japan. Thank you. And we tried to book at a copybara café and the website was insane. It was impossible. The website was open at 8:00 and at 8:05 it was sold out. So we tried many, many, many times and we were so frustrated because we couldn't. And my husband is very into AI and he just started to play with the songs. So we were talking about songs in AI and he used to like this stress and feel better. He just created a copybara song sharing all these yeah, like disappointed feelings with the website and also our love for copybaras and that animal environment that we, we were trying to, to experience. We did it at the end of the day but not in that copybara cafe. We did it in Osaka. But yeah, it was like a little bit merged the frustration and with that website and using another tool AI to just like put a little bit of human feeling to all this weird process we went through. So sorry, it was more personal but

GWEN:

Well, but thank you very much for sharing. Yes. Yes. I think it's important. Again, in this digital world, it's very important to take the courage to share those personal things, to share those personal stories because we are humans, and we want to bring this element back to the core of any design. Yeah. Thank you. Any other framework or any other ideas related to the learning design with GenAI that you want to share? Well, and I don't want to put people on spot at all, especially at this stage. And mostly my presentation is, that's all. And if you, so I, I want to leave some minutes for questions. If you do have, then please let me know.

FACILITATOR:
Questions for Gwen?

GWEN:
Yeah, about my presentation.

FACILITATOR:
Thank you, Gwen, for reminding us to bring the human, keep our humanity with us as we explore AI. I don't really have a question other than to say, you know, generative AI is just a whole bunch of human experiences, human objects, and it gets presented to us through our filter, what we ask for it. And I wonder if one of the ways AI can help us is to be our mirror. Like we put something out there, it comes back to us, and we get to say, no, that is not what I had in my mind. I didn't know what I had in my mind. But now that you've shown me that that's totally not what I wanted. So it's kind of like a reverse mirror or it's, it's a "not what I wanted" tool if you know what I mean. And I remember once I was doing some really complex work relating to EDI, and I asked for a case study. I asked it to create a case study that was incredibly sensitive, nuanced, dealt with the complexity. And I got back a stellar case study. And so I said, "Wow, you did such a good job." Don't ask me why I'm not giving feedback to the AI, but I am because I feel better when I give feedback. So I said, "You did such a great job. This is a really complex issue. I'm really impressed with what you did." And then it said to me, "Thank you for your kind words. And I want you to know you're doing really difficult work here and it's really important." So, you know, and I just, I knew that it was it was just pulling things from that other scholars had already written and I felt the human urge to compliment it because it made me feel better as a human. Like I was treating this thing with respect. But then when it told me that I was doing important work and I needed to continue, I took it, I took it into my heart. So I wish we could have a session on what the heck was that all about? And why did I feel, why did I feel so good about it? And I know it has to do with humanness. So anyway, I really appreciate you floating this conversation.

GWEN:
Wow, thank you. Wow, thank you. Thank you. I don't seem to have any additional comments to that. Yeah, but it seems like there's a comment from online.

FACILITATOR:
So from Julian. "Gwen, I love your presentation. Question: What do we mean when we say we want to centre core human elements in learning design and teaching in what some would argue is a post-humanist world? By post-human I mean, the idea that the human being as the centre of everything we do has been de-centred. Our environment, nature, animals, technology, and the objects that we create, including AI are considered equally important.

GWEN:
That's the big question. Thank you. And is that Julian? Thanks Julian for your question. Yeah. In the post-humanist world or we can say like post-truth era. So there's a few, there's a lot of

theories related to this when we consider the life as events rather than, we put the learner or humans at the core. So when we see things, you know, as events, then everything, you know, like elements in that framework, in that activity, cultural historical framework in a way. This goes back to our teaching philosophies or our teaching approaches. What we believe is good, right? So for some, so for some, when we try to de-centre the human element, but we try to give the space, the equal space for everything, for example, like nature, animals, technologies, and, and objects around. For me, on one side, it is good, on the other side, everything seems like an isolated element. So, I think when we bring the people or the human element as the core, we try to connect things together. It doesn't mean that everything that comes out of that is going to be the very best. However, I think we live in such an interconnected world. So it's really hard to de-element, to isolate any element to make, to de-centre those elements in the learning ecology. I hope that I answer your question. But if not, I will reread this question and then I will respond later, Julian. Thank you. Any other comments related to this question of Julian or my answers? I would really appreciate it.

FACILITATOR:

Thank you, Gwen, for a very interesting and interactive fun presentation. Thank you.