

## **Transcription of Zoom chat during Session 2: Harnessing Ed Tech and Gen AI tools to maximise student learning and engagement, 2024 AALL Symposium**

Chair: Sue Gollagher, James Cook University

Presenters: Jane McGettigan, Australian National University; Renee Shibuya, University of Queensland College; Justin Park, University of Melbourne

*Please excuse any incompleteness or inaccuracy in this transcription*

Alice Lee: Gamification is an evidence based approach to learning.

Sue Gollagher: I use this a lot in the workshops I deliver: online and face-to-face

Anna Podorova: 1) Any limits on the number of students who can use it simultaneously?

karen dellar: H5P is great and there are many different tools. Branching scenarios is definitely at the deep end - but its worth working up to if not tried before.

Alice Lee: There are many different tools in H5P to suit all kinds of learning needs and design. This site of H5P explains all the tools and give examples/tutorials.  
<https://h5p.org/>

Anna Podorova: 2) Will it stay freely available for eternity?

Sue Gollagher: Maybe not, Anna, Nothing really does. But it's been free since well before covid times

James Dalitz: Are all options available on free version?

Renee Shibuya: The 18 templates are available, but you only get 5 free activities. You can recycle them by changing the content as you go (which makes it less of a record resource).

Alice Lee: H5P.org is where you can learn about all the activities and get the tutorials. H5P.com is the subscription and account site.  
antje: thank you

Renee Shibuya: <https://wordwall-live-staging.azurewebsites.net/resource/67391564>

Robyn Latimer: Can you preset these activites for students to access asynchronously in Wordwall?

Sue Gollagher: yes

Ha Nguyen: Great platform. I usually use PollEverywhere but this allows for more sophisticated activities.

Sue Gollagher: My students love the discussion tasks, especially the spinning wheel. I've used it with everyone from Engineering undergrads to PhD candidates

Joel Russell: How do you make a quiz become a reflective or problem solving learning process not just knowledge recall?

Renee Shibuya: I use the essay task quiz for students to find and match information from their course profile tasks. This leads to a discussion about various parts of the task that students are struggling with. In terms of reflection, a discussion template could contain reflective questions to discuss or write about. I often assign a task using a WordWall discussion in this way where students work with a partner by answering the questions together.

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Alice Lee: Love that spinning (wheel of fortune) activity!

Carla Stewart: I have used WordWall extensively and was under the impression that all activities were only available with the paid version. The free one is (as far as I understand) limited to certain activities and a maximum of 5 that you can create (noting that you can continue to adapt each of the 5 as you wish)

Carla Stewart: Happy to be corrected!

Renee Shibuya: Unfortunately, you are right. The standard plan is \$11 a month for unlimited templates.

Renee Shibuya: <https://wordwall.net/resource/83070009>

antje: great, thank you!!!

Anna Podorova: Thank you, we will:-)

Alice Lee: Same as Pollev and probably all EduTech tools. Some free tools for enticing you to subscribe to the rest.

Lily Klasson: Thank you Renee!

mevans: when using quizlet and studystack students get to use flashcard sets created by others globally. Is this the same for Wordwall?

Renee Shibuya: Only for the standard or pro accounts.

Anna Podorova: How much do you pay if you want to create more than 5 activities?

Renee Shibuya: I'm not sure sorry! We have a corporate account. However, a workaround is for you to use the templates for your favourite activities and just edit them with new task information when needed. Sorry it's not better than that!

Renee Shibuya: \$11 a month for the standard upgrade

D Clarkson: Thank you!

Renee Shibuya: <https://padletuq.padlet.org/rshibuya/maximising-student-s-learning-and-engagement-with-wordwall-a-oux73kl95riiuq74>

Teresa Balfour Brown: Thanks Renee. Great to show the range of activities you can do

Lachlan McCracken: Looks like a really useful, engaging resource. Thanks Renee!

Emma McFadgen: Thanks Renee

Alice Lee: Wordwall individual plans and prices: <https://wordwall.net/price-plans>

Alice Lee: Wordwall school plans: <https://wordwall.net/price-plans/school>

Sue Gollagher: <https://www.cdu.edu.au/library/language-and-learning-support/study-skills/reading-writing/summarising-generalising-paraphrasing-quoting>

Tamarzon Larner: Sue and Jane were the main architects of our study skills website 🥰

antje: Absolutely, paraphrasing and summarising, particularly with the ever increasing issue of 'patch plagiarism'

antje: misunderstanding and misconceptions about paraphrasing as rewording rather than meaning -making and identifying main points in the context of assignments. Totally!!

Joel Russell: Paraphrasing as a skill also requires a person to understand concepts and expressions in their own way perhaps moving from surface to deep learning.

Renee Shibuya: No. The link is public so anyone with the link can access it anytime. No limit on the number of people viewing the page at the same time. (sorry - for WordWall not H5P)

antje: so beautifully contextualized - I live it Jane

Sue Gollagher: H5P.org is where you can learn about all the activities and get the tutorials. H5P.com is the subscription and account site.

Ha Nguyen: Great module! I wonder how GenAI is influencing how students are paraphrasing.

Amy Cairns: Particularly AI-enabled tools like Grammarly.

Sue Gollagher: Good question. I imagine they are using tools like Quillbot pretty frequently.

Alice Lee: In the institutional license, H5P now offers an AI option to help design resources.

Tom Coverdale: No going back to earlier versions, either--learned that when I accidentally gave a just-begun resource the same file name as a finished one!

Steve Johnson: Miro is great tool for mapping branches - great for developing Moodle Lessons too

antje: Another platform for branching activities might be Articulate Rise.

Alice Lee: Articulate is quite expensive 😞

Tamarzon Larner: Thanks, Jane 😊

Anna Podorova: WE know that integrated resources work best - especially if they can be assessed. In my experience, the H5P activities have been great, but caused lots of issues in the Moodle gradebook.....-(

Sue Gollagher: Branching scenario tools are useful for guiding students through any process. We used it to lead them through the reflective thinking process.

antje: thank you jane

Renee Shibuya: Thank you Jane. I'm a newbie to H5P and very interested in this tool.

Alice Lee: Again, lots of tutorials and examples in the H5P.org site.

Teresa Balfour Brown: Thanks Jane. I didn't know about H5P before and I really liked the reflective and branching elements to individualise the module

Ha Nguyen: Can laws and policies be AI-written too?

Alice Lee: Can try and see what the output is. 😂

Steve Campitelli: Well done for not calling post-university 'the real world' 👍 - it always suggests that university is not part of the real world

Sue Gollagher: <https://h5p.org/branching-scenario#example=439819>

Sue Gollagher: I do ask tools to write content for me, but I find it hard to get over the feeling that I'm cheating or being lazy 😞

Ha Nguyen: I guess you can focus on what you've achieved that's greater than that content.

Alice Lee: In my Chinese tradition the abacus was the quick tool but then calculators came in. Why not use the tool that aids in your great work?

Sue Gollagher: I understand that feeling that way is not entirely logical.

karen dellar: call it judicious supervised delegation. AI can still come up with reality-naïve or just plain silly responses. It still needs you.

Ha Nguyen: We tend not to offload things that are intrinsically valuable. Things that are offloaded are probably not that valuable.

Amy Cairns: That's the greater danger to me, especially when looking at published output. Not the use, but the lack of disclosure of use (and therefore transparency in the work itself).

Joel Russell: Does the AI tool get first author credit in the publication or a secondary role when you acknowledge its use?

David Rowland: All the top publishers I know do not accept AI as co-author because it cannot take responsibility.

Joel Russell: So David why do we have concern about students using AI for writing assessment tasks since the AI won't take responsibility for the written product?

Amy Cairns: A good acknowledgement here: <https://doi.org/10.3389/fdgth.2024.1337667>

antje: great article topic - will definitely read it.

antje: This is the acknowledgement in the article Amy added above. Thank you!: Acknowledgments: During the preparation of this work, the first author utilized ChatGPT 3.5 to enhance the text's readability. Prompts used were aimed at tasks such as "check grammar and spelling in this paragraph." After employing this tool/service, the author reviewed and edited the content as necessary and assumes full responsibility for the publication's content. We would like to thank Dr. Michael Vesker and Kenkou GmbH for providing the biofeedback App as well as Kenkou GmbH for partly providing the participant compensation.

David Rowland: I think this is a critical part of the acknowledgement: "After employing this tool/service, the author reviewed and edited the content as necessary and assumes full responsibility for the publication's content."

Alice Lee: Great point about where the control lies.

benjaminsacks: Sorry I'm joining late so this may have already been mentioned... but has anyone used Maha Bali's 'cake making' lesson plan/resource about this? <https://uen.pressbooks.pub/teachingandgenerativeai/chapter/cake-making-analogy-for-setting-generative-ai-guidelines-ethics/>

Christopher Mccaughey: Excellent. Thank you, Justin!

Renee Shibuya: Thank you Justin! Very relevant.

Kate Strong: Some great insights, thanks Justin

Manuel Jantos: Thanks Justin! I enjoyed developing further knowledge on this and learning from your perspectives.

Kate Hall: Thank you, Justin - lots of food for thought here!

Ha Nguyen: Great framework, Justin! What do you think about AI-generated evaluation and communication? These don't need to be done by humans either.

Teresa Balfour Brown: Thanks Justin. Very practical focus, which I always love!

Anna Podorova: Great points, Justin!

Manuel Jantos: Thanks for this - what are you excited about using GenAI in your area of work?

Ha Nguyen: We might not need to think at all in the future. What a relief!

Alice Lee: Don't think thinking will go away. Just how to think will be different?

Ha Nguyen: Just my little joke, Alice. I still think, thankfully.

Zoe Thomas: Thanks, Justin! Paring it back to the practical helped assuage my existential dread 😅

william.napa: Still good to have our thinking caps on when reviewing feedback.

Ha Nguyen: Great answer, Justin. I agree.

Manuel Jantos: Thanks!

antje: thank you for this presentation Justin, so cool. I am agreeing with what you are talking about - being on the front foot

Sharon.McDowall@latrobe.edu.au: Thanks Justin. A thought-provoking talk.

Tom Coverdale: Thanks, all three!

Joel Russell: Justin how would we then pass on the responsibility for generating learning to the student?

Motie, LS Teacher: Thank you for the presentation Justin. Very relevant.

Alice Lee: Yes, please come back at 1pm ADST!

Joyce Voerman: Yes. Thank you to all the presenters. That's been inspiring, challenging and interesting

MACKENZIE: Thank you!

Anita Frederiks: thankyou

Renee Shibuya: thanks everyone!