INNOVATIVE LEARNING ENVIRONMENTS

LEARNING SCENARIO TEMPLATE

1. Introduce yourself!

My name:	MARIA JOSE SANCHEZ AGUILERA
My country:	SPAIN
My role:	TEACHER
My school:	*IES REY CARLOS III (ÁGUILAS)*
My class/lesson:	*CREATING STORIES WITH CHAT GPT*

2. OVERVIEW

Age Group: 14-15

Number os students: 25

Duration: 3 sessions

Students will collaborate (deliberate, search, analyse and select information, take decisions) and create in groups **short stories** based on famous people of History, but this time including an unexpected character from a traditional tale. This new element will develop their creativity. Moreover, the stories will be suggested through interaction with Chat GPT, so that students can be aware of how important is giving instructions in a correct way. They will experience by asking for several possibilities to the AI and finally choose the version they want to present it to the rest of the class. If possible, they will also join a draw or picture, helped by AI or not, describe it and their reasons that made them choose it. To speak correct and fluently they can use AI as a model for their stories written in English.

If they want, teacher can propose them to put together all the class stories and record their voices to publish them in an ebook by using Bookcreator to show it to parents and share in school website and social network.

They will practise speaking, reading, writing and interacting, focusing on curriculum elements related to giving instructions, describing people, telling stories, using present and past, adjectives and relatives.

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3. LEARNING OBJECTIVES

OBJECTIVES:

Collaborating with other students and taking decisions democratically

Finding and analysing information from several sources

Working on people description and facts explanation

Using adjectives, present and past to build a story

Using some words as who, that, which, where, while, because to develop their sentences

Being aware of cultural heritage shared in tales

Interacting with AI (Chat GPT) to ask questions correctly and give prompts in an effective way

Selecting democraticaly among several proposals made by themselves or the AI to build their story

21st Century skills developped: Critical thinking, Creativity, Collaboration,

Communication, Information literacy, Technology literacy, Flexibility and Social skills.

Key competences promoted:

1. Communication in mother tongue

2. Communication in foreign language

4. Digital competence

5. Learning to learn

6. Social and civic competence

8. Cultural awareness and expression.

4. LEARNING STRATEGIES AND ACTIVITIES

ACTIVE LEARNING APPROACHES

Active methodology will be used through work in groups, with an experimental and practise-based approach, as they face an unknown and new task. The fact that they have to look at their childhood to remember and choose a tale and the different funny or strange possibilities suggested will also make affective learning take part.

WORK STRATEGIES AND LEARNING TASKS

1.-Students work in groups that they choose, the only rule is that they are of 3 to 5 members. They sit around a table to decide of the person they are going to talk about and they can move around the class when they want to see information showed on the

walls about different steps or can sit alone anywhere if they are searching information. They use their devices and take notes.

-Each group sits around a table to fill a rubric about the person theyhave worked about. They have to share information and decide which one is relevant, adding sources too.

2.-They can go to the school yard for 5 minutes to inspire and choose the tale character to put into the story about the famous person they made their research about. Then they come back and use their devices to give instructions to Chat GPT in a way that it can create a story first, several versions then. They will have to improve their expression to have better results and finally decide which version is the best.And they will be able to understand it.

-For drawings and text pronounciation they can work individually once they have decided who will read aloud each part of the text. They can sit or walk around the class and wear headphones if they want.

3.-For final presentation they can sit on the floor and listen to each goup presenting in front or in the middle. They evaluate their and others stories and talk about difficulties found.

4.-Optional session where students copy their srories and pictures and add their voices recorded at home to create a collaborative ebook to be published.

WHAT WILL BE THE ROLE OF THE TEACHER? The teacher will give clear instructions in papers distributed around the class walls about the different steps to follow, proposing several tools but being also open to other proposed by students. He/she will be moving around to guide students in difficulty and being sure that students are collaborating and using internet only to class tasks. Of course, teacher will take notes of the whole process to sahre with students in the final evaluation.

WHAT WILL THE STUDENTS' ROLE BE? Students will be everytime active to collaborate and choose sources, persons, tales, versions that will lead them to write their story. They are the axis of their learning process, what makes it more meaningful to stay.

HOW WILL THE STUDENTS WORK?

Students will work in flexible and inclusive teams of 3 to 5 members to find information in the web about a relevant person in the past. They have to agree about the person, distribute tasks, read consciously and find relevant information from several sources. They have to complete a rubric given by the teacher about the person (nationality, profession, why is this person important…etc).

Then, they will choose a tale and they will have to create a story, with CHAT GPT, where that person meets a character of the tale. The AI will give different versions and they will have to decide which one they are going to choose definitely. They have to agree. No matter how odd it is. They can use Reverso and Google Translator to be sure of what they are going to talk about. They can also make a draw to illustrate it or use DALL-E and share it with the Classroom to be shown in the class screen. In both cases, it would be interesting that students describe it and explain why did they create that picture in the final session. Finally, the students of each group share the presentation by reading aloud the story to the rest of the class. Each student will give points to the different

stories proposed and also the whole class will discuss about the experience, difficulties, funny answers…

5. DIGITAL RESOURCES

Google (for research)

Chat GPT (to interact and create)

Google Translator and Inmmersive reader (to translate from and to English, to improve pronounciation by listening to the text they created)

Reverso (for some vocabulary details, grammar and spelling revision in their texts, rephrasing)

DALL-E (to illustrate stories)

Optional: Bookcreator to make a collaborative ebook with all the stories in an added session

6. ASSESSMENT AND FEEDBACK

WHAT ASSESSMENT STRATEGIES AND INSTRUMENTS WILL BE USED TO ASSESS STUDENT LEARNING?

The teacher will be looking around the class, helping and taking notes of students' performance. He/she will also evaluate them through the rubric about the person and the final exposition of the tale.

HOW WILL THE TEACHER EVALUATE HIS/HER PERFORMANCE? Teacher can have a simple rubric to evaluate if use of language skills has improved (writing and reading and speaking mostly). It will be useful taking notes all along the process to have feedaback on strong and weak points to improve. Students' opinion has to be asked, better if it is in an anonymous way by using Kahoot, Wooclap or others.

7. INNOVATIVE LEARNING ENVIRONMENT

IN WHAT LEARNING ENVIRONMENTS WILL THE DIFFERENT TASKS BE CARRIED OUT?

The learning environment will be the classroom, the school yard, Google research, CHAT GPT, Wooclap or Kahoot and optionally DALL-e and Bookcreator.

REFERENCES

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