

Project description

Description

What are the concrete objectives you would like to achieve and 'outcomes or results you would like to realise'? How are these objectives linked to the priorities you have selected?

With this project we aim to create a prompt writing guide book for generative AI tools. We would like to create a guidebook that informs what generative AI is, how it works and finally, how it can be used by our language teachers to create lesson plans or aid in the creation of lesson plans. We are not aiming for a guidebook that creates learning content, but structure or adapting lesson planning, and removes the workload from teachers. We see that this goal is most relevant to the horizontal goal regarding digital transformation and readiness. We have heard sporadic feedback from teachers about how "amazing" ChatGPT is, but when questioned critically about this, they have been unable to describe uniform practices or explain how or why it is good or bad. We believe that by creating a guidebook that first focusses on informing about generative AI and then building further upon it with best practices regarding prompts, we can create resilience in the face of major digital changes as well as increase competences of trainers in this area. As a result of the activities, we also aim to see how much time and effort is saved for teachers in creating lesson plans using AI, compared to classic lesson planning, which only uses human effort and pre-existing knowledge and practice.

Please outline the target groups of your project

Our target group for this project is adult education language trainers. Both organisations have access to language trainers that teach adults, and we would like to focus on one subject field, due to the smaller scale of the project. This project may benefit adult learners, but we are not directly working towards adult learners in this project. Our project is based on feedback from adult trainers, and we would like to tackle the problems they have highlighted to us. We believe adult learners will benefit from this in the long term, as we hope that the trainers can create multiple lesson plans, in less time, adapted to different sub groups in each class.

Please describe the motivation for your project and explain why it should be funded

Our motivation stems from three main areas. We believe the project contributes first and foremost to a societal issue regarding where educational institutions should stand on AI, and furthermore where AI can be used ethically, without it infringing on larger issues of IP and such (of note are the protests in Hollywood in 2023). The two other areas are in relation to our teachers specifically. Feedback from our teachers has shown two areas of concern, which have motivated this project: a lack of knowledge regarding generative AI and its uses and also, a trend of teachers struggling due to major skills differences of learners in the classroom. Our feedback from teachers has varied in regards to generative AI, and there are differing views on how useful, safe and trustworthy generative AI can be in the educational context. We therefore believe teachers should receive good and clear guidelines on how to use generative AI and also what lays behind the "bot". We also hope to make teachers more confident in using the generative AI platforms by providing a knowledge foundation for them to stand on. The final motivation however is the one we believe trumps all, and is a motivating factor in much work outside of this project. As adult education providers, we are experiencing more and more teachers complain about a workload that is too demanding. The main cause of work-overload is an increased challenge related to lesson planning, and having to use extra resources to plan classes. This is an issue that has been exacerbated due to the refugee crisis from Ukraine. Learners of differing levels are being placed into language programmes to integrate them faster. The brunt of this is being felt by teachers who have classes of learners with differing levels of schooling, learning capability and pre-requisite skills. We have therefore wanted to create a guidebook and resource that alleviates this extra burden placed on our teachers, by using generative AI to help in planning lessons and also adjusting them to the large differences in learner levels.

How does the project address the needs and goals of the participating organisations and the identified needs of their target groups?

For Briga AS, it is of utmost importance to ensure that our teachers are providing the highest level of teaching in language training. But we must also ensure that our teachers thrive in their roles. As a small company, we are unable to provide constant 1-on-1 support to our teachers, but many of them have asked for help in this area. By creating a guidebook, as well as opening up for the use of generative AI, we are giving our teachers a form of assistance that is constantly available, and can hopefully provide relevant and useful support. We also see this as being beneficial to Briga as an adult education provider, as we are often placed in situations where we cannot provide homogenous learning groups, meaning this problem is not expected to disappear.

Katholiek Onderwijs Vlaanderen (KOV) works for 10 centers of adult education. All centers offer language courses. The centers alarms us that a lot of language teachers are afraid of AI and see AI as a threat to their jobs. Because we speak here of a lot of language teachers in the different centers, it is not possible of us to give them all 1-on-1 support. Like Briga AS the creating of a guidebook would help us a lot.

For both organisations, we are ensuring that our guide is inclusive, by offering a detailed look at how the free version of

generative AI can work, as well as the paid version. For users of this guide, the cost related to generative AI must be considered, as well as the benefit. We hope to include all workers by showing the difference in the guide.

What will be the benefits of cooperating with transnational partners to achieve the project objectives ?

There are many benefits to working with a transnational partner, and in the context of generative AI the main benefit will be two differing cultural views. The central/continental european stereoptype, as expereinced by (KOV), is that AI should be heavily regulated, potentially avoided and not be used. The northern european stereoptype, as experienced by Briga, is that we are embracing new methods of teaching, but are sceptical in regards to the quality of that which is produced. By working together, we are able to combine two cultural approaches, but also ensure that our guidebook is not limited to one language. Belgium speaks both French and Flemish, and Norway has Norwegian. If we see that our guidebook is beneficial for these three languages, we can potentially expand and recommend it to be used by all European language trainers. We also believe that Briga can provide language training expertise, whilse KOV can provide a much richer insight into AI and prompt writing, based on their current experience with generative AI.