

Combine presentation feedback into a classroom resource

Faculty assessing student presentations often generate dozens of very similar pieces of feedback such as: “Maintain eye contact,” or “Your volume trailed off.” This workflow converts voluminous feedback into a handy worksheet and best practices list. Turn this information into classroom activities.

Copy your presentation feedback

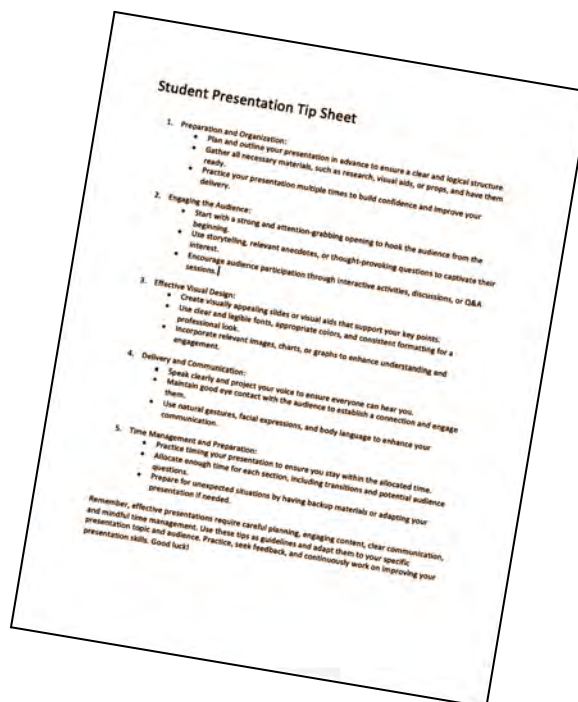
Just gather the largest set of your comments and feedback text possible. If you’re working in Speedgrader, you may have to copy each comment box into a document. Leave off student names unless you want to give individualized resources.. Select all and copy.

Prompt 1: *Take this feedback for student presentations and group and quantify them. Put them in order. In a second list, offer tips and tricks for each category. {paste}*

Review these closely for errors and add more details and context to make the points useful in your class. The output should give you a good idea of the common, shared issues for the feedback you gave and some generic advice.

Prompt 2: *Create a brief tip sheet for students*

This creates a rough draft for a resource sheet you can hand out to students based upon their common issues. Be sure to check this for errors.



Design decorative headers and page graphics

Canvas pages look better with a small decorative elements. AI image generators such as [MidJourney](#) ([Stable Diffusion](#), [Dall-E 2](#)) can create attractive page headers. Another option is a smaller vertical image in the top right of the page.

While MidJourney is adept at creating fantasy images, it may struggle with concrete concepts such as technical illustrations or infographics. If you want to achieve a specific look, try “as a watercolor” or “in the style of John Singer Sargent” or “Tilt-shift”. Images come in sets of four and need to be cropped.

MidJourney is accessible through Discord for \$7 per month. Here are examples of prompts you can use, complete with modifier codes to change the aspect ratio:

Prompt: Page header for a course page on *antibiotic resistant pathogens* --ar 3:1

Prompt: page banner of sociology of race and gender in watercolor --ar 3:1

These prompts include modifier codes like “--ar 1:5” to change the aspect ratio. 1:5 is tall and narrow like a page accent. 3:1 is wide like a page header.

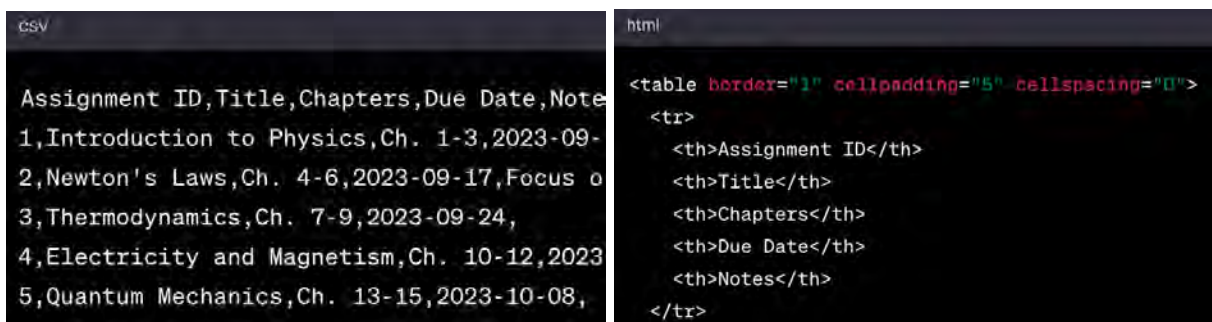


Jeremy Kemp
jwkemp@scu.edu

Format tables and charts in HTML

Organizing tabular materials using the Rich Content Editor tools in Canvas is no longer a chore. If you give materials to ChatGPT in a roughly tabular arrangement, it will generate the underlying HTML code for elegant tables.

Prompt: Take the following text and create an HTML Table {paste}



The screenshot shows two panels. The left panel, labeled 'csv', contains the following text: 'Assignment ID,Title,Chapters,Due Date,Notes', '1,Introduction to Physics,Ch. 1-3,2023-09-10,Read and prepare for a quiz', '2,Newton's Laws,Ch. 4-6,2023-09-17,Focus on the examples', '3,Thermodynamics,Ch. 7-9,2023-09-24', '4,Electricity and Magnetism,Ch. 10-12,2023-10-01,Prepare a summary', '5,Quantum Mechanics,Ch. 13-15,2023-10-08'. The right panel, labeled 'html', shows the generated HTML code: '<table border="1" cellpadding="5" cellspacing="0">', '<tr>', '<th>Assignment ID</th>', '<th>Title</th>', '<th>Chapters</th>', '<th>Due Date</th>', '<th>Notes</th>', '</tr>'.

In the Rich Content Editor, click on the HTML view icon on the bottom right. Paste the HTML.



Switch back to normal text view and review your table:

Assignment ID	Title	Chapters	Due Date	Notes
1	Introduction to Physics	Ch. 1-3	2023-09-10	Read and prepare for a quiz
2	Newton's Laws	Ch. 4-6	2023-09-17	Focus on the examples
3	Thermodynamics	Ch. 7-9	2023-09-24	
4	Electricity and Magnetism	Ch. 10-12	2023-10-01	Prepare a summary
5	Quantum Mechanics	Ch. 13-15	2023-10-08	

As with all generative AI, check for errors and nonsensical text.

Repurpose the Introduction discussion into a Scavenger Hunt

Most online classes start with an “introduce yourself” discussion. This is a goldmine of material for AI analysis and reformatting into fun activities. After the discussion ends you can build a lightweight quiz so your students can go back and review key comments.

The quiz offers a match-the-student game with key comments like:

- “Which student is an avid user of Goodreads and enjoys looking at 1-star reviews?”
- “Who shared that they love Santa Cruz and has a Pomeranian named Wolfgang”

Prompt: Use this text from a class Introduction Discussion and create a set of multiple answer questions for Canvas. {paste discussion text}

Questions should describe an activity or trait from a thread.

Each answer is a student name.

Remove letters "A)" etc. Mark the correct answers as [*] and incorrect as [-]

{PASTE TEXT} - up to about 5000 words

Change student names before and after this step for privacy if you like

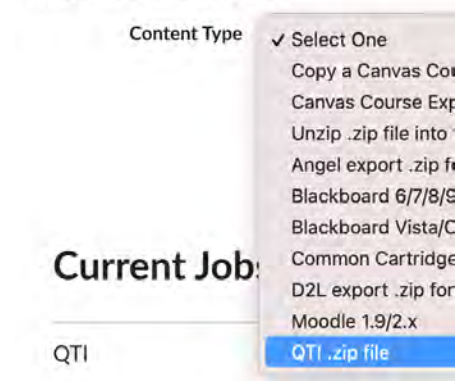
Be sure to remove “-” from the answer boxes

Your quiz formatting must be meticulous and follow [rules from SDSU](#)

Save the questions in a text file and process them at SDSU

Upload the resulting file and build your quiz

Import Content



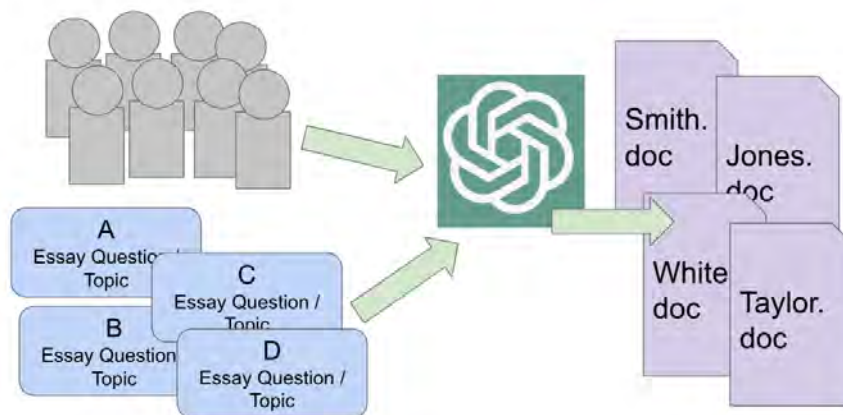
Create a Unique Word Doc for Each Student's Assignment

Create a unique Word document or quiz assignment for each student by mixing and matching names and assignments. Each student gets a unique Word file they can fill out and submit to Canvas. This is similar to a mail merge process, but simpler to execute. (This workflow requires ChatGPT Plus and the Code Interpreter).

First, you'll need to prepare the instructions or questions to be distributed. Give the tool your set of instructions or questions, as well as a list of your students. The tool will generate Word documents, each containing a unique set of content and named after the respective student. Email them to students individually. They complete and submit using Canvas Online Assignment type.

Prompt: Create a Word document for each student, with each document named after its respective student
{paste student names, initials, etc}
Include one (or more) essay prompts at random from this set: {paste essay text}

Response: I will create a Word document for each student, each containing two randomly selected essay prompts from the given set. Since there are 20 students and 10 essay prompts, I will ensure that each prompt is used exactly twice.



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Turning a video transcript into a classroom activity

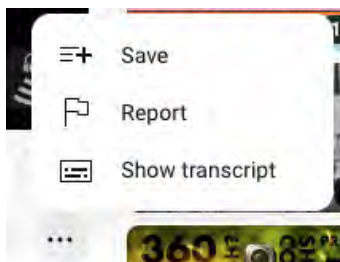
YouTube and Panopto automatically generate transcripts that can be downloaded and edited. Though the text is created by computer and often contains distracting errors, the overall themes and larger topics are useful. You will start with a transcript and have a useful classroom activity when you are done.

Access and copy the transcript

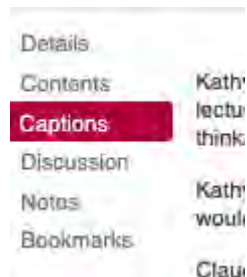
In **YouTube**, click on the three dots on the bottom right to find the transcript. Then select / copy the transcript on the top right. Don't worry about the time codes.

In **Panopto** access *Class Recordings* in *Camino* and click on any video with the CC icon. Click Captions and select / copy the captions. You are limited to about 12 minutes of transcript.

YouTube



Panopto



Prompt: *Create 5 correct and 5 incorrect statements based on this transcript: {paste}*

This gives you a draft version of the statements. Review these closely for errors and add more details and context to make the points useful in your class.

Activity: Share and challenge your class

Student teams sort the statements into 4 or more categories of “definitely true”, “maybe false”, etc... Teams then watch the video and reflect on their sorting based on what they have learned.

Resources

- Chrome extension [YouTube & Article Summary powered by ChatGPT](#)
- Watch a video [Tutorial on how to summarize with ChatGPT](#)

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Jeremy Kemp
jwkemp@scu.edu



Generate variations on your Existing Assignment

If you have an assignment that does not generate much engagement but covers vital material in the course, you can use ChatGPT to brainstorm ways to enliven the assignment.

Review your existing assignment

Objective: a clear understanding of the characteristics, advantages, and disadvantages of analog and digital signals.

Assignment: Explain the process of converting an analog signal to a digital signal and vice versa. Describe the advantages and disadvantages of signal conversion.

Prompt 1: Frame this assignment in terms of modern music {paste}

Result: The objective of this assignment is to help college students understand and differentiate between analog and digital signals in the context of modern music production and consumption. By completing this assignment, students will gain a clear understanding of how analog and digital signals are utilized in the creation, recording, and reproduction of music.

Camino quiz tool

These questions are simple to add into a quiz worth a few points. The entire quizzing experience is automated. You can do this in class on cell phones or asynchronously.

Resources

- [Canvas guide](#) on creating a multiple choice quiz.

Create a syllabus quiz with multiple choice questions

Faculty often start the term by explaining the class structure and distributing a syllabus. Syllabus quizzes give a hands-on way to make sure the students have actually read and understood course basics. After uploading the important portions of the document to ChatGPT and prompting the system, it will generate a very basic quiz. Load this into Camino as a quiz assignment.

Copy selected syllabus portions

Select / copy the original portions of a syllabus. You can include the Provost suggested sections if you want students to study those as well.

Prompt: *Write 10 multiple choice quiz questions from this syllabus. Use bold for the correct answer.* {paste}

Review these closely for errors and add more details and context to make the points useful in your class.

The system generates basic questions such as:

How many Learning Journal Exercises are students required to complete?

- a) 6
- b) 8
- *c) 9**
- d) 10

Camino quiz tool

These questions are simple to add into a quiz worth a few points. The entire quizzing experience is automated. You can do this in class on cell phones or asynchronously.

Resources

- [Canvas guide](#) on creating a multiple choice quiz.
- [San Diego State Quiz converter tool](#).

Create a chart from your assignment dates

Format assignments into a graphic with data from the Edit all Assignment Dates page. Just select the page and ChatGPT will format it into a [Gantt chart](#). (This workflow requires ChatGPT Plus and the Code Interpreter).



Copy all assignment dates from the [Assignment Edit Dates](#).

Prompt: Create a Gantt chart based on this set of assignment dates. {paste dates}
Use your Prompt Engineering skills to visually fine-tune the chart.

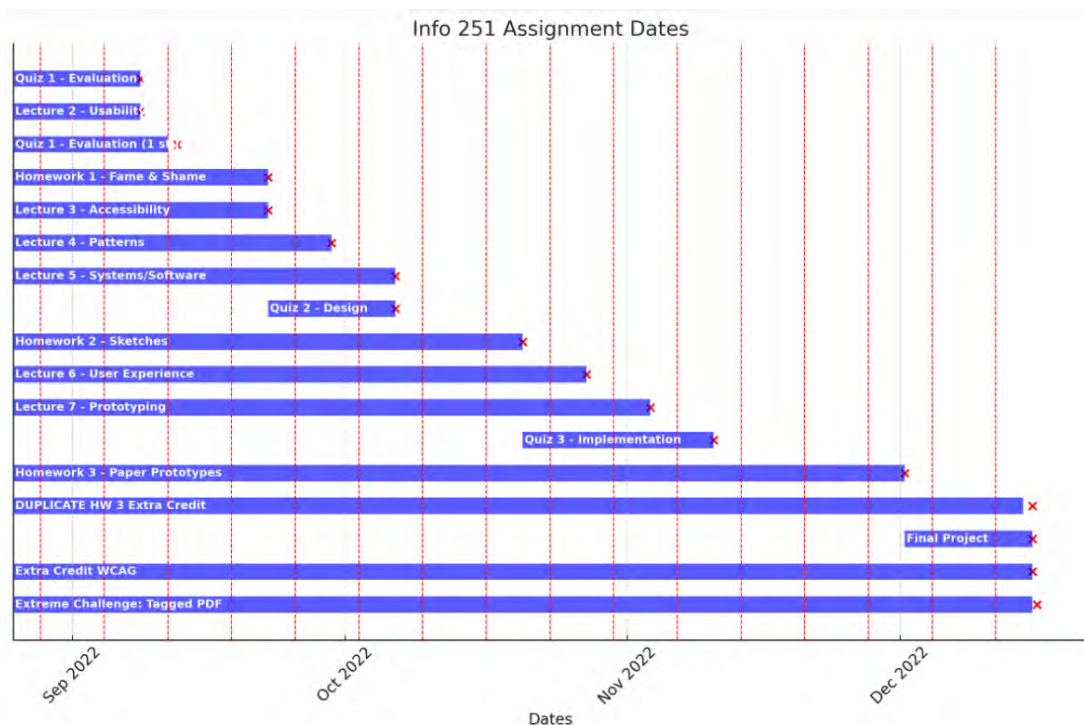
Prompt iterations: Label the chart "{your class name}", Earlier due dates at the top

Make the Due Date the end of each line. Ignore "Available Until" dates.

Make the bar labels bold and white and make the vertical bars thicker

Add a dashed line each week. Bars #00239C.

Increase bar vertical thickness by 25%, Place a red dot at the end of each line.



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jwkemp@scu.edu



Tune up your learning objectives

It is helpful to have a second set of eyes on your learning objectives for the class and modules. Are they measurable? Do they align with the course goals, etc.?

ChatGPT does a remarkable job analyzing objectives and suggesting alternatives.

Prompt: Take these learning objectives for college students in a *Sociology* class.
{paste}

Bold the verbs and suggest 3 synonyms for each verb.

Place these in order of ... {multiple prompts to analyze}

- Bloom's taxonomy
- Measurability - from fully measurable to not at all measurable
- More student-centric and less student-centric

For LOs that are less measurable, suggest alternate ways to measure them.

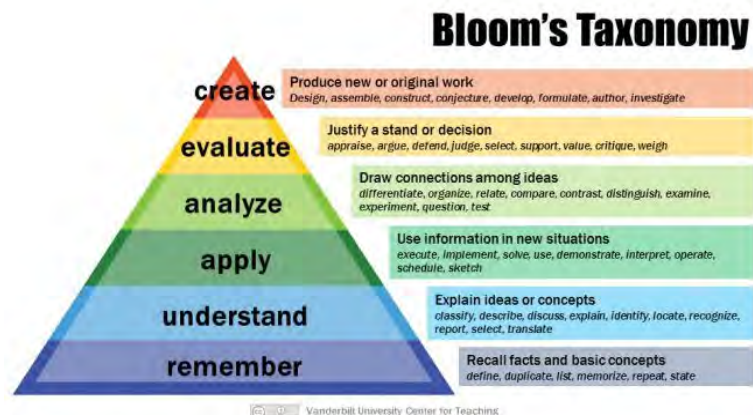
Other ideas

Rubrics: Create a rubric with a criteria for each LOs (Weak, Satisfactory, Strong). Create an HTML table with the roster.

Paste long text from a typical portion of the teaching material and ask for learning objective suggestions. Do they match your own?

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jwkemp@scu.edu

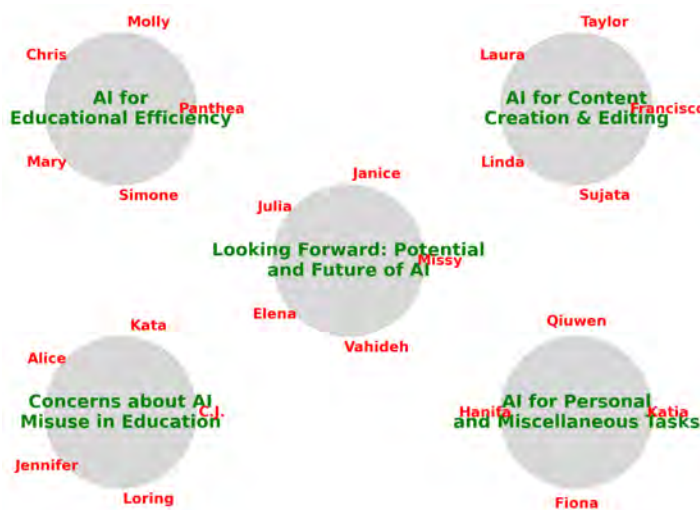


Design a Table Layout for Birds-of-a-Feather from Text

Start with a large set of student posts, isolate shared thinking and arrange the class around a set of themed tables. Have the students contribute to a Google Doc or Zoom chat and select the text. Without needing to sort through the conversation or edit the stream in any way, feed the materials into ChatGPT to find the groupings. Create the graphic. Optional: ChatGPT4 and Code interpreter.

Prompt: for each participant in the following transcript, find a theme. Group individuals into like-minded sets. Place at tables and label the table's theme. Create an **svg** describing the room, labeling the tables and placing the people at their right table. {paste conversation}

You may have to copy the code into a file and add extension ".svg"



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Use Canvas's Course Import Feature to Design Modules in XML

When teachers move courses between terms, they are actually transferring files in IMSCC format. ChatGPT speaks this language and will generate course layouts following your careful instructions. Most useful is the calendar calculator to create dated titles and Unlock timelines. ChatGPT's output may save you time as you build out course structures.

Start with a blank course - and add a simple module to help you get started. Export Course, change the file extension to Zip, and extract it. It helps to use a text editor that formats XML nicely - like Sublime. Paste some Canvas XML code into ChatGPT for greatest accuracy. Work with `course_settings/module_meta.xml`. Take the GPT output and paste it into the Modules area. Compress the course archive and change the extension back to `.imsc`. Import to your course.

Prompt: Use these titles to create 15 modules in a Canvas course. I will next paste sample XML code for the format of `module_meta.xml`. The first module "Module 1 locked until August 24, 2023 and the remaining modules 1-14 are locked until one week before the module starts. Modules start on Thursday noon. Each module has two Text Headers "Tuesday class" {date} and "Thursday class" {date} Module names list is:
AI Principles & Machine Learning Basics...
UX Research and User Needs... {and 13 more...}

Reply: Understood. I'll use your XML structure as a base and generate XML for the modules using the module names you provided. We'll keep the `ContextModuleSubHeader` items for both Tuesday and Thursday classes.

First, let's establish the dates:

Module 0: Orientation - starts on today's date: August 8, 2023....

Each subsequent module starts a week after the previous one.

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Jeremy Kemp
jwkemp@scu.edu

```
module_metaNEW.xml
1 <?xml version="1.0" encoding="UTF-
2 <modules xmlns="http://canvas.inst
  /2001/XMLSchema-instance" xsi:sche
  cccv1p0 https://canvas.instructure
3
4 <module identifier="ga9f83sdf9g7
5 <title>AI Principles & Mac
6 <workflow_state>active</workfl
7 <position>3</position>
8 <require_sequential_progress>f
9 <locked>true</locked>
10 <unlock_at>2023-08-24T12:01:00
  actual start -->
11 <items>
12 <item identifier="gd0f9gs0d7
13 <content_type>ContextModul
14 <workflow_state>active</wo
15 <title>Tuesday class - Aug
```

