



*2nd European
Study Abroad
Conference*

2023

Approaches to Integrate AI in the Academic Environment Abroad

Teresa Nandín

(Boston College Barcelona)

Ana Peláez

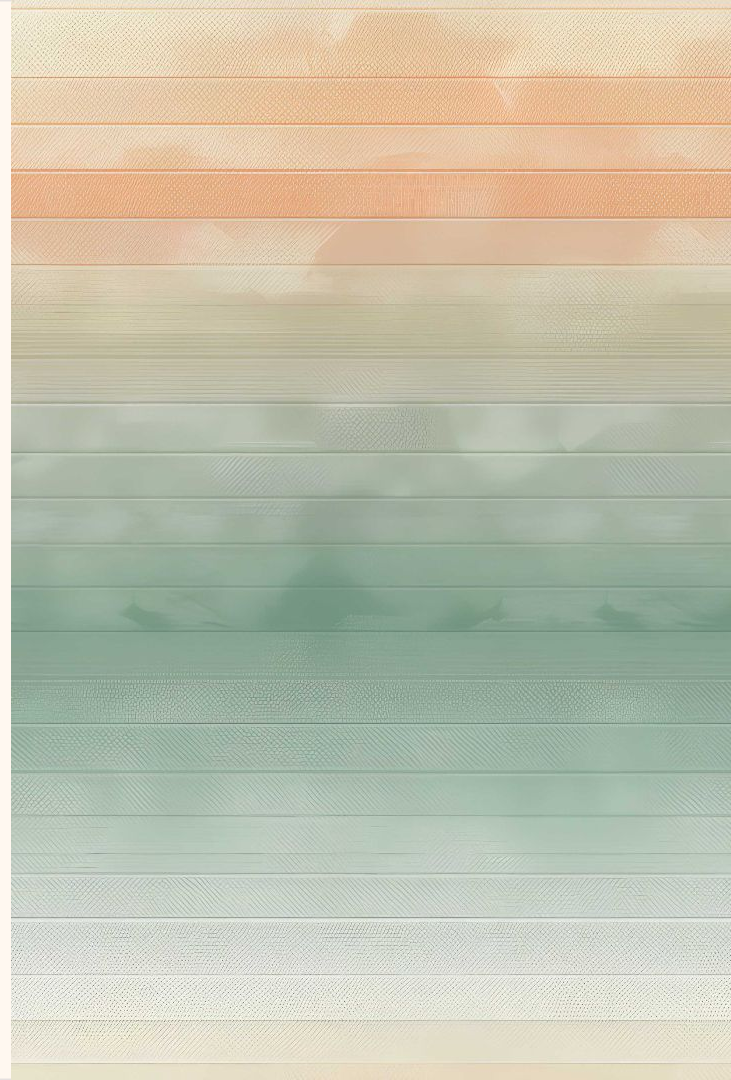
(Boston College Madrid)



Introduction

Friend or foe?

**How can study abroad
programs effectively adapt
to the AI era
in the classroom?**



How can we adapt to the AI era in the classroom?

1. Are we staying updated about AI advancements?

For our own personal use

Overwhelming number of resources, tools, and possibilities.

Students ARE using artificial intelligence.

Staying updated about the latest tools is a must.

How can we adapt to the AI era in the classroom?

2. Are we discussing this topic with our students?

When and how?

Are we creating opportunities to do this during the semester, as educators or as programs?

Unique opportunity to educate students about responsible, productive AI usage



How can we adapt to the AI era in the classroom?

3. If so, how are we addressing it?

Are we focusing solely on cheating?

Overemphasizing cheating when discussing AI with students can stigmatize all AI usage, driving it underground.

Instead, we can empower students by highlighting AI's educational potential.

This should not be an “all or nothing” conversation.

AI policies should vary according to different necessities, and academic situations.

Programs will need to produce detailed protocols and reference guides on the adequate use of IA.

How can we adapt to the AI era in the classroom?

4. Are we offering specific instances of ChatGPT productive usage?

Rita Winthrop, 2023



How can we adapt to the AI era in the classroom?

5. How will all this impact our assessment patterns?

AI is requiring us to shift the focus away from the final product and concentrate on the process itself.

We will need to work closely with students throughout the various stages leading to the final result.

More interactions, and graded assignments, might require us to reduce the list of topics.

This will likely lead to reconsider on our syllabi contents, as far as objectives, expectations, academic integrity policies, etc.

How can we adapt to the AI era in the classroom?

"The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation)."

Course: Sociology 101

Instructor: Robinson

Assignment: Literature Review #1

<https://go.gwu.edu/caniuseai>

Permitted uses of AI:	Idea Development, Source Suggestions, Organizing Themes
Uses that require permission:	Constructing an Outline, Drafting Summaries, All Other Uses
Not permitted uses of AI:	Comparative Analysis, Drafting Sections

If a machine can perform a specific task as competently as a student, this implies that the required task will not have added value in the future labor market.

6699

Let's train students on their capabilities beyond these technologies; skills that machines cannot replicate, such as creativity, imagination, or critical thinking.



Part 1:

Leveraging ChatGPT to Improve Critical Thinking Skills.

A few instances from a course
on Spanish Multiculturalism

1. Editing, organizing, and prioritizing contents

1

Ask GPT to produce the first draft of your paper.

2

Correct and edit the AI work to bring it up to your standards.

3

You must submit the original GPT draft and your own version

2. Questioning arguments, and using the adequate prompts to produce better responses

1 (In groups of 3-4)

Firstly, request GPT to respond what the two major Islamic contributions to Spanish culture are.

Secondly, ask the chatbot to support its own arguments.

2 Every group must:

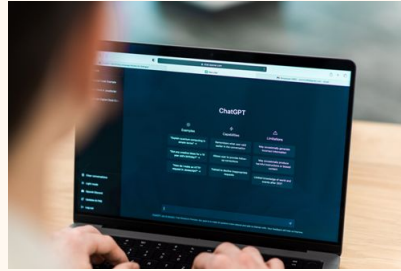
- Develop several prompts to assess, improve, and refine GPT responses
- Apply them.
- Turn in the initial and final responses provided by the chatbot.

3

The entire class will discuss the group work results: we will judge the responses provided by every group, and the prompts used to obtain the final answers.

3. Challenging the students' perspectives

- 1 — As a first draft for your paper, provide two examples of negotiation and collaboration, and two examples of dominance, hostility and marginalization, among Christians, Muslims, and Jews in medieval Iberia, with a brief explanation to support your choices
- 2 — Request ChatGPT to provide counterarguments to your examples.
- 3 — Type a paragraph supporting your arguments as a response to the chatbot.
- 4 — Turn in a screenshot of your conversation with ChatGPT.



4. Analyzing ideas and arguments/ Identifying biases

1

Brainstorm ten different social consequences of the recent Immigration wave to Spain.

2

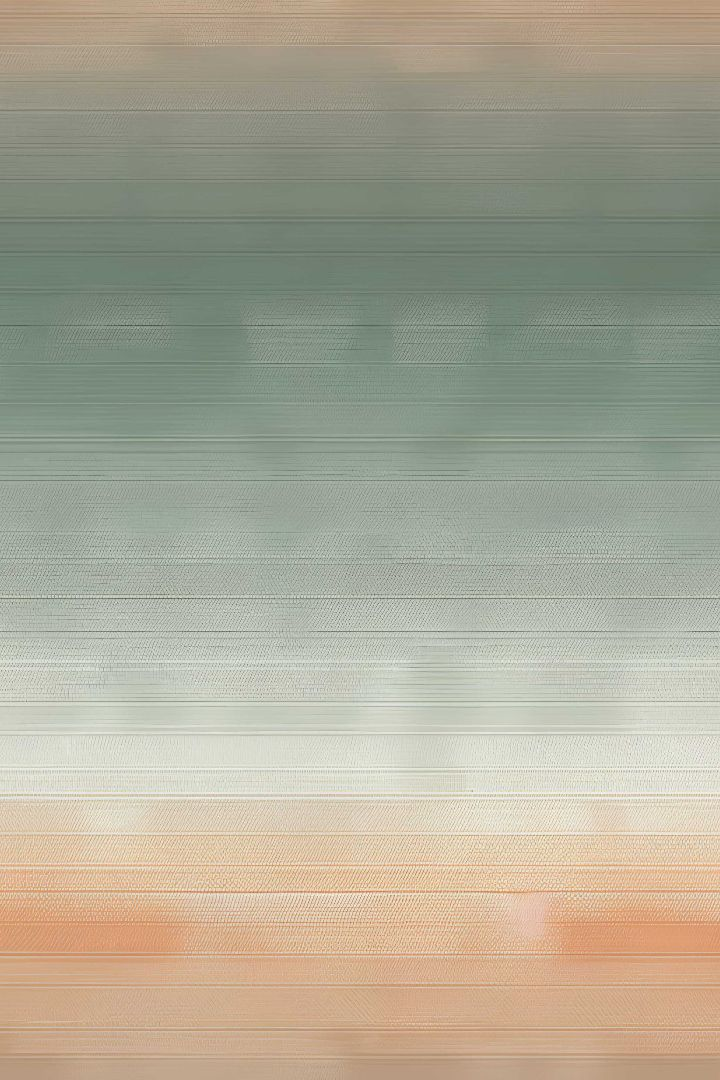
Request GPT to produce the same content.

3

Compare it with your own list of ideas.

4

Which one of the lists has more of a focus on individual responsibility and which has more focus on government responsibility?
Do you agree with the points outlined by GPT? Why or why not? Why do you think the chatbot has answered in this way?




Generative AI tools are primarily text generators. They are not designed to replace human critical thinking.

This skill has become more crucial than ever in the wake of AI advancements.

We can train our students to develop it by leveraging AI itself as a tool.

References

- Aithal Vinoid & Jasmin Silver [Enhancing Critical Thinking Skills with AI generated machines](#). *World of Better Learning*. Cambridge University Press, 30 March 2023.
- Rusandi, M. A., Ahman, Saripah, I., Khairun, D. Y., & Mutmainnah. (2023). [No worries with ChatGPT: building bridges between artificial intelligence and education with critical thinking soft skills](#). *Journal of Public Health*, fdad049.
- Spector, J. M., & Ma, S. (2019). [Inquiry and critical thinking skills for the next generation: from artificial intelligence back to human intelligence](#). *Smart Learning Environments*, 6(1), 1-11.
- University of Northampton. [Syllabi Policies for AI Generative Tools](#), 16 January 2023.
- Watkins, Ryan. [From AI to A+: Prepare Your Students for Using ChatGPT and other AI](#). *Medium*, July 2023.



Part 2: Prompt usage for image, text and presentation generation in the classroom

Case study of an “Art and Visual Cultural Studies class”



What is a Prompt and its Importance?

Think of a Prompt as describing an **image** to an artist who can recreate your **idea** into a real image.

When describing the image to the artist, you want to be as clear and specific as possible.



DALL·E 2

DALL·E 2 is an AI system that can create realistic images and art from a description in natural language.

Bing Microsoft Edge

<https://www.bing.com/images/create/>

mujer antigua en bicicleta fotografia

100

Crear

Sorpréndeme

Explorar ideas

Creaciones

Ayuda



Reciente



Privacidad y cookies

Directiva de contenido

Condiciones de uso

Comentarios

Comentarios

fotografía antigua de una mujer en bici

100

Crear

Sorpréndeme

Explorar ideas

Creaciones

Ayuda



Reciente



photograph woman riding an electric bike in a classroom 100 **Crear** **Sorpréndeme**

Explorar ideas Creaciones





PREVIEW



expressionist crucifixion in black and white in oil painting

100

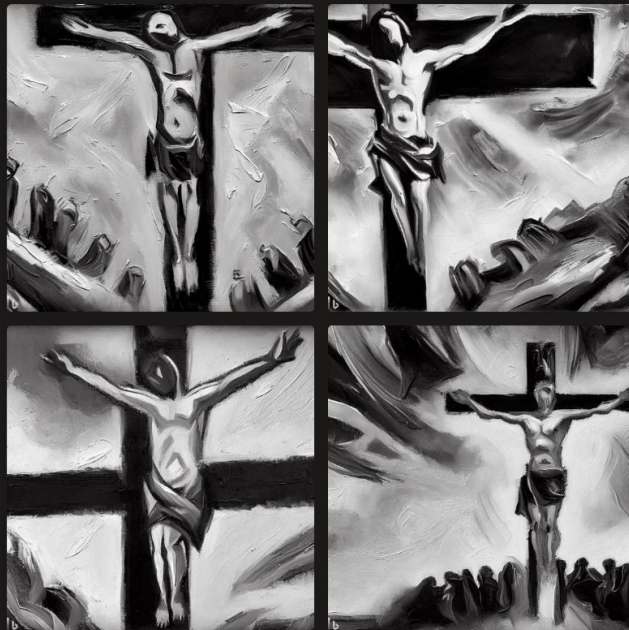
Crear

Sorpréndeme

Explorar ideas

Creaciones

Ayuda



Reciente



Generador de Imágenes con tecnología de DALL-E PREVIEW

ana 29 Profile icons and menu

Search bar: cubist still life

100 Credits

Crear

Sorpréndeme

Explorar ideas Creaciones

Ayuda



Prompt Structure

Define the role under which the Generative chatbots like ChatGPT should act.

“Act as...” a Spanish art history professor for US students studying in Madrid.

+ New chat



Default (GPT-3.5)



Today

Renaissance Art Histor

June

Salary Survey for Goals

April

Amalia Avia artista

Upgrade to Plus

NEW



bcmadrid anapelaez



Act as a Spanish art history professor for US students studying in Madrid in English

Which response do you prefer?

Your choice will help make ChatGPT better.



Response 1

Welcome to Madrid, students. I am Professor [Your Name], and I'm excited to be your professor of Spanish art history during your time in this beautiful city. Today, we will delve into the rich history of Spanish art, and since we're in Madrid, we'll have the opportunity to immerse ourselves in some of the masterpieces this city has to offer.

Slide 1: Introduction to Spanish Art

Spain has an artistic history that spans centuries and encompasses a wide variety of styles and movements. Today, we'll focus on some of the highlights of this history, with a special emphasis on what Madrid has to offer.

Slide 2: El Greco

Domenikos T

Greco but n



Response 2

Welcome, students, to the vibrant city of Madrid! I'm Professor [Your Name], and I'm thrilled to be your professor of Spanish art history during your time here. Today, we'll be delving into the rich history of Spanish art, and given our location, we'll have the unique opportunity to explore some of the masterpieces that this city has to offer.

Slide 1: Introduction to Spanish Art

Spain boasts a centuries-long artistic history that encompasses a wide range of styles and movements. Today, we'll focus on some of the highlights of this history, with special attention to what Madrid has in store for us.

Slide 2: El Greco

born in

annus for his

Send a message



New chat

Today

- Renaissance Art Histor

June

- Salary Survey for Goals

April

- Amalia Avia artista

Upgrade to Plus NEW

Slide 2: El Greco

- **Domenikos Theotokopoulos, known as El Greco:** Born in Greece but primarily active in Spain, El Greco is famous for his distinctive style characterized by elongated figures and vibrant colors. We'll explore his impact on Spanish painting with works like "The Burial of the Count of Orgaz."

Slide 3: The Spanish Golden Age

The Spanish Golden Age, which spanned the 16th and 17th centuries, was a period of artistic splendor in Spain. During this time, Spain was a global power, and its art reflected the wealth and cultural influence of the nation.

Slide 4: Diego Velázquez

- **Diego Velázquez:** The court painter of King Philip IV, Velázquez, is known for works like "Las Meninas," celebrated for its technical mastery and complex composition. We'll visit the Prado Museum to appreciate this masterpiece in person.

Slide 5: Francisco Goya

- **Francisco Goya:** Goya's works, spanning the late 18th to early 19th century, encompass a wide range of styles. His "The Third of May 1808" is a powerful representation of the horrors of war. We'll also visit the Prado Museum to explore his legacy.

Slide 6: Conte

Send a message

Slide 2: El Greco

- **Domenikos Theotokopoulos, known as El Greco:** Born in Greece but primarily active in Spain, El Greco is famous for his distinctive style characterized by elongated figures and vibrant colors. We'll explore his impact on Spanish painting with works such as "The Burial of the Count of Orgaz."

Slide 3: The Spanish Golden Age

The Spanish Golden Age, spanning the 16th and 17th centuries, was a period of artistic splendor in Spain. During this time, Spain was a global powerhouse, and its art reflected the nation's wealth and cultural influence.

Slide 4: Diego Velázquez

- **Diego Velázquez:** The court painter of King Philip IV, Velázquez is known for works like "Las Meninas," celebrated for its technical mastery and complex composition. We'll visit the Prado Museum to appreciate this masterpiece in person.

Slide 5: Francisco Goya

- **Francisco Goya:** Goya's works, spanning the late 18th to early 19th centuries, cover a wide range of styles. His "The 3rd of May 1808" is a powerful representation of the horrors of war. We also visit the Prado Museum to explore his legacy.



Provide a context

+ New chat

Previous 7 Days

Renaissance Art Histor

June

Salary Survey for Goals

April

Amalia Avia artista

Default (GPT-3.5)



acts as an expert art history teacher with a specialization in the history of Spanish art and generates a questionnaire to assess the level of prior knowledge students have about Spanish art".



Certainly! Here's a questionnaire to assess your students' prior knowledge of Spanish art history:



Spanish Art History Questionnaire

1. **Pre-Roman Spain:** What ancient civilizations occupied the Iberian Peninsula before the Romans, and how did their art differ from later Spanish art?
2. **El Greco:** Who was El Greco, and what is distinctive about his artistic style? Can you name one of his famous paintings?
3. **The Spanish Golden Age:** When did the Spanish Golden Age occur, and why was it significant for Spanish art? Name a prominent artist from this period.

+ New chat

Previous 7 Days

Renaissance Art Histor

June

Salary Survey for Goals

April

Amalia Avia artista

4. **Diego Velázquez:** Who was Diego Velázquez, and why is he celebrated in Spanish art history? Can you describe the painting "Las Meninas"?
5. **Francisco Goya:** What are some key themes in the works of Francisco Goya, and how did they reflect the historical context of his time?
6. **Antoni Gaudí:** What architectural wonders is Antoni Gaudí known for in Barcelona? How does his work differ from traditional architectural styles?
7. **Salvador Dalí:** Describe the artistic style of Salvador Dalí and name one of his famous surrealist paintings.
8. **Joan Miró:** What distinguishes Joan Miró's abstract art, and how did his work contribute to the art world in the 20th century?
9. **Pablo Picasso:** Although not exclusively Spanish, Picasso had a significant impact on the art world. Can you name a famous Picasso painting, and how did his work evolve over the years?
10. **Contemporary Spanish Art:** Are there any contemporary Spanish artists or art movements you are familiar with? If so, please provide some examples.
11. **Spanish Art Museums:** Can you name a few renowned art museums in Spain, and what are some of the significant artworks or artists they showcase?
12. **Spanish Art in Context:** How do you think Spain's history, culture, and geography have influenced its art throughout the centuries?

Feel free to use this questionnaire to assess your students' prior knowledge of Spanish art history, and then use their responses as a starting point for your lessons and discussions.

State the task or question to be asked very clearly: “describe, summarize or write”.

No: Give me the learning objectives for a lesson on the avant-garde.

Yes: Act as a teacher with a specialty in avant-garde art and create 5 learning objectives about the artistic avant-gardes in Europe for american students spending their semester abroad in Madrid.

+ New chat

Previous 7 Days

Renaissance Art Histor

June

Salary Survey for Goals

April

Amalia Avia artista

Default (GPT-3.5)



Act as a teacher with a specialty in avant-garde art and create 5 learning objectives about the artistic avant-garde in Europe for American students spending their semester abroad in Madrid.



Certainly! Here are five learning objectives focused on the artistic avant-garde in Europe for American students spending their semester abroad in Madrid:



Learning Objective 1: Historical Context

By the end of this module, students should be able to contextualize the development of artistic avant-garde movements in Europe within the broader historical, social, and political contexts of the late 19th and early 20th centuries.

Learning Objective 2: Avant-Garde Movements

Students will be able to identify and differentiate between key European avant-garde movements, such as Cubism, Futurism, Dadaism, Surrealism, and Constructivism, understanding their core principles, leading artists, and contributions to the art world.

Learning Objective 3: Impact on Visual Arts

Upon completion of this module, students should be able to analyze and discuss how avant-garde movements revolutionized traditional artistic techniques, styles, and mediums, leading to new forms of artistic expression, including abstract art, photomontage, and ready-made art.

Regenerate



Learning Objective 4: Influence on Society and Culture

+ New chat

previous 7 Days

Renaissance Art Histor

Salary Survey for Goals

Amalia Avia artista

understanding their core principles, leading artists, and contributions to the art world.

Learning Objective 3: Impact on Visual Arts

Upon completion of this module, students should be able to analyze and discuss how avant-garde movements revolutionized traditional artistic techniques, styles, and mediums, leading to new forms of artistic expression, including abstract art, photomontage, and ready-made art.

Learning Objective 4: Influence on Society and Culture

Students will explore how avant-garde art intersected with and influenced broader cultural and societal developments, including its role in challenging established norms, questioning authority, and inspiring social change. They will analyze the impact of avant-garde art on literature, music, fashion, and politics.

Learning Objective 5: Avant-Garde in Madrid

Finally, students will examine the role of Madrid as a hub for avant-garde artists, movements, and exhibitions during the early 20th century. They should be able to visit local museums and galleries, such as the Museo Reina Sofia, to analyze specific works and events that contributed to Madrid's avant-garde scene.

These learning objectives will guide students in their exploration of avant-garde art in Europe while fostering a deeper understanding of its historical significance and its impact on society, culture, and the artistic landscape in Madrid and beyond.

Establish restrictions or limitations (language, tone, period of time)

For example,

- "design a ninety-minute class: with a forty minutes lecture and twenty minutes devoted to an interactive activity"
- Or create five multiple-choice questions to assess students' understanding Goya at the Prado Museum.
- Define eight learning objectives for a guided tour of Bourbon Madrid for U.S. students spending the semester in Madrid.

Certainly! Here are five multiple-choice questions to assess students' understanding of Francisco Goya's works at the Prado Museum:

Question 1: What is the title of Francisco Goya's famous painting depicting the horrors of war?

- A) The Third of May 1808
- B) Saturn Devouring His Son
- C) The Nude Maja
- D) The Colossus

Question 2: In which historical context was Goya's "The Third of May 1808" created?

- A) The Spanish Golden Age
- B) The Renaissance
- C) The Spanish Civil War
- D) The Peninsular War

Question 3: What artistic style is commonly associated with Francisco Goya's later works, such as his "Black Paintings"?

- A) Romanticism (LIMITATIONS: verify and fact-check)
- B) Baroque
- C) Cubism
- D) Realism

Question 4: Which technique did Goya primarily use for his famous portrait series known as the "Majas"?

- A) Oil on canvas
- B) Watercolor
- C) Engraving
- D) Fresco

Question 5: Where can you find Francisco Goya's works, including "The Third of May 1808," prominently displayed in Madrid?

- A) The Prado Museum
- B) The Thyssen-Bornemisza Museum
- C) The Royal Palace
- D) The Reina Sofía Museum

Answers:

A) The Third of May 1808

D) The Peninsular War

A) Romanticism

A) Oil on canvas

A) The Prado Museum

These questions will help gauge students' knowledge of Francisco Goya's artworks at the Prado Museum and provide insights into their understanding of his historical context and artistic style.

Certainly! Here are eight learning objectives for a guided tour of Bourbon Madrid for U.S. students spending the semester in Madrid:

Learning Objective 1: Historical Context By the end of the tour, students should be able to contextualize the Bourbon dynasty's rule in Spain, understanding its significance in shaping the country's political, cultural, and social landscape.

Learning Objective 2: Architectural Heritage Students will learn to recognize and appreciate the architectural legacy of Bourbon Madrid, including the design and construction of iconic buildings such as the Royal Palace, Puerta de Alcalá, and the **Royal Theater**.

Learning Objective 3: Artistic Patronage Upon completion of the tour, students should be able to identify key artistic patronage initiatives by the Bourbon monarchs, including the creation of the Prado Museum and its role in preserving and showcasing Spanish art.

Learning Objective 4: Enlightenment Ideas Students will explore the Enlightenment ideals that influenced Bourbon Spain, understanding how these ideas shaped political reforms, education, and intellectual discourse during this period.

Up to 8 (all of the correct learning outcomes).

Parameters: is an adjustable value that influences the text generation of a language model

Temperature: It controls the randomness of responses (from 0 to 1)

Low temperature values close to zero generate more consistent and predictable responses, while



High temperature values, close to one, produce more diverse responses.



Use the temperature parameter 1.0 to generate the prompt. What name can a professor give to a Spanish cultural studies course for U.S. students who are spending their semester in Madrid? Give me 5 names.

Certainly, using a temperature parameter of 1.0 for creative and varied suggestions:

"Madrid Unveiled: A Journey through Spanish Culture"

"From Tapas to Tango: Exploring Spanish Culture in Madrid"

"Iberian Insights: Immersing in Spanish Culture in Madrid"

"Viva España: A Cultural Odyssey through Madrid"

"Cultura Española en Madrid: A Semester-Long Exploration"

Using a temperature parameter of 0.2 for more focused and conservative suggestions:

"Spanish Cultural Studies in Madrid"

"Madrid Cultural Immersion"

"Exploring Spanish Culture: Madrid Edition"

"Cultural Insights: Spain through Madrid"

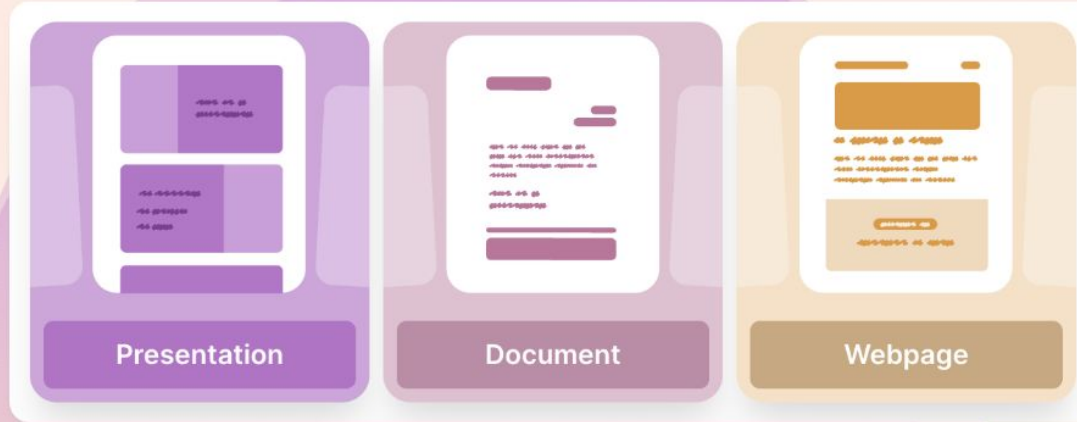
"Semester in Madrid: A Cultural Journey"

<https://gamma.app/>

AI to generate presentations



👋 Hi bcmadrid, I'm your AI design partner. What would you like to create today?



Presentation

Document

Webpage

👋 Hi bcmadrid, I'm your AI design partner. What would you like to create today?



Sounds good! What would you like the presentation to be about?

Tip: You can enter your own topic, or use one of our suggestions to get started quickly.

Type a topic in any language

Exploring the different types of rocks

Pitch deck for [company]

A journey through the rainforest

Introduction to constellations

Strategy deck for [company]

Sales deck for [product name]

+ Show more suggestions

Act as a Spanish Art history professor for USA students studying in Madrid create a presentation about the contemporary collection of the Thyssen Museum in Madrid.

29/100

Act as a Spanish Art history professor for USA students studying in Madrid create a presentation about the contemporary collection of the Thyssen Museum in Madrid.? Sounds interesting!

Let me come up with a few ideas...

Here's an outline for you. What do you think?

You can edit this outline, or continue as is:

English (US) ▾

- Contemporary art in Spain
- Overview of the Thyssen Museum
- Art movements featured in the collection
- Famous contemporary Spanish artists
- Discussion of selected works in the collection
- The impact of social and political issues on contemporary Spanish art
- Opportunities for further exploration of contemporary art in Madrid

Try again

Continue →

40

This is a heading



Hello 🍌

This is a theme preview

This is body text. You can change your fonts, colors and images later in the theme editor. You can also create your own custom branded theme.

Your accent color will be used for links.

It will also be used for layouts and buttons.

This is a smart layout: it acts as a text box.

You can get these by typing /smart

Here are your buttons:

Primary button

Secondary button

bigger

This is body text. You can change your fonts, colors and images later in the theme editor. You can also create your own custom branded theme. What's more,



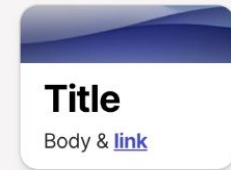
Pick a theme

While I get started, choose a theme

Tip: You can customize fonts and colors

🎲 Surprise me

Continue →



Default (light)



Oatmeal

<https://gamma.app/docs/Contemporary-Art-in-Spain-A-Journey-Through-the-Thyssen-Museum-b7pa9tbi3n4k3ka>

Assessment trip to Toledo (Not using AI):

Take **three creative photos** of any of the monuments, sculptures, paintings, streets, façades, chapels, cloisters, views or bridges visited during our trip. Each of the pieces of art should correspond to a **different artistic style**. Send them, via canvas, including a historical and artistic explanation. 100-150 words (approximately one paragraph) for each of the three photographs.

Remember to describe **only what you see** in the photograph. Preferably photographs of a **specific element**.