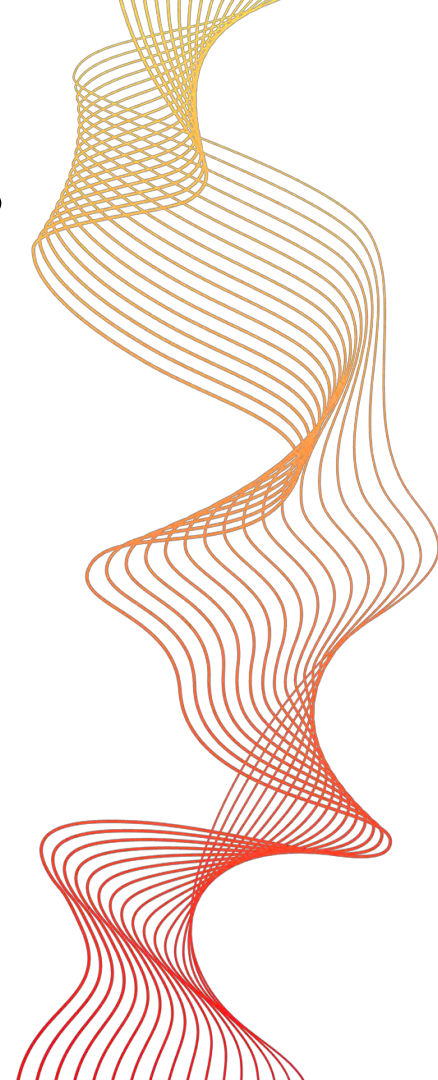




Gifted Education School Network 2022/23
Kau Yan College

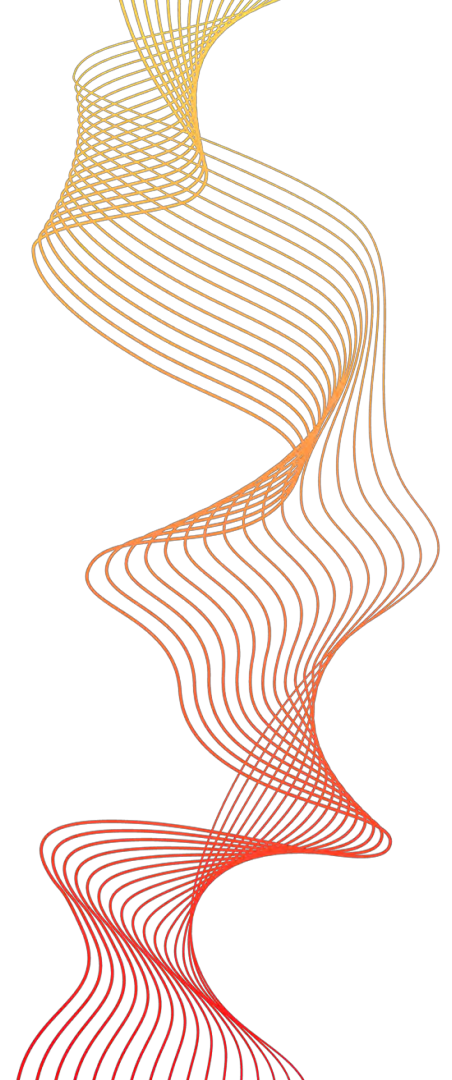
Fostering
Information Literacy (IL)
in the
English Classroom





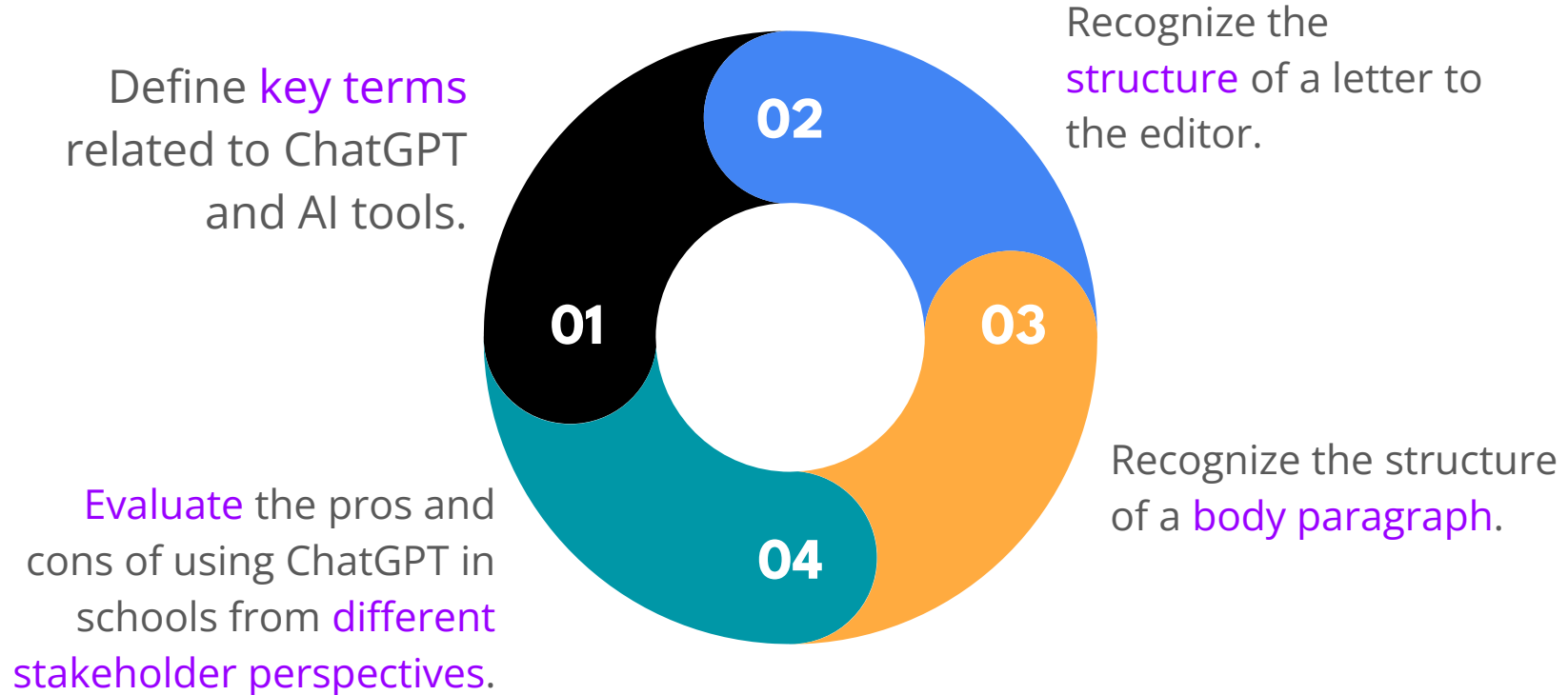
Details of the try-out lesson:

Duration	80 minutes
Level	Secondary Two (32 students)
Topic	ChatGPT – Writing a Letter to the Editor





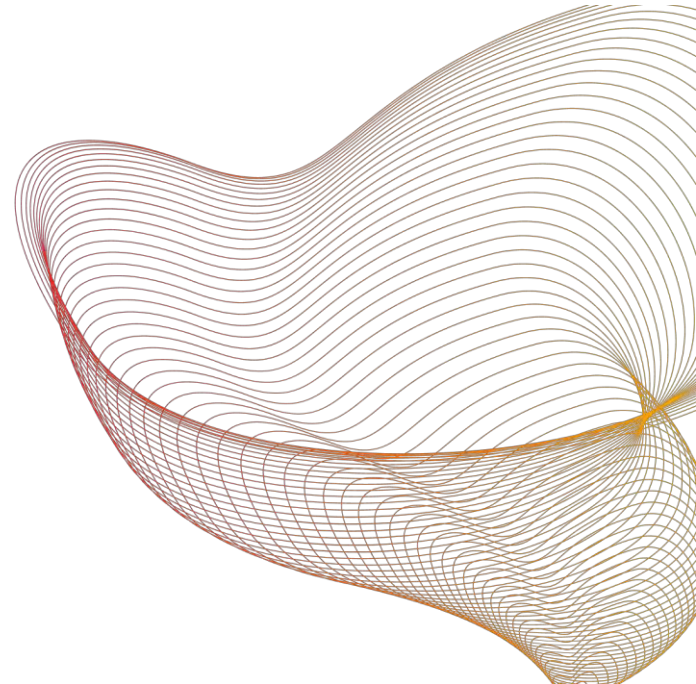
Lesson objectives : Knowledge





Lesson Objectives : Skills

- Collaborate effectively in expert groups to generate ideas and come to consensus.
- Apply critical thinking and problem solving skills to make informed decisions.

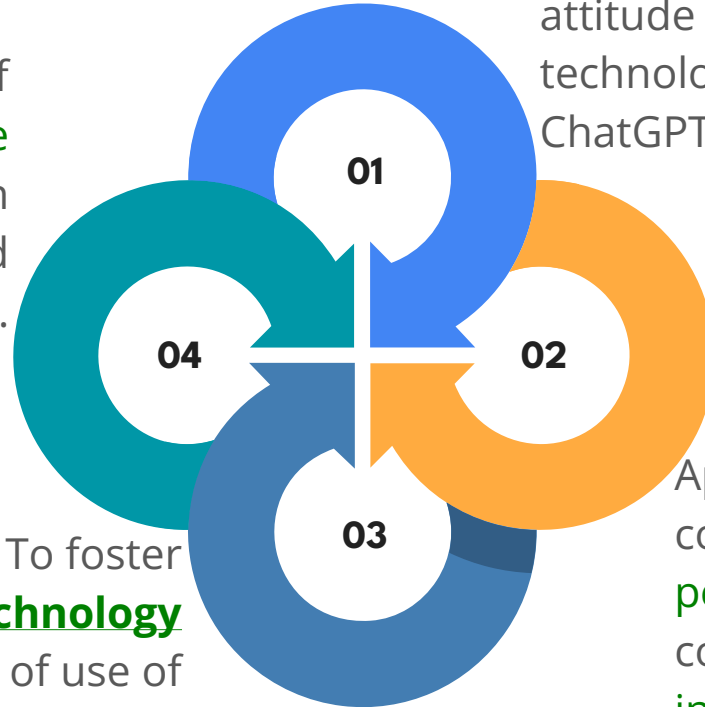




Lesson Objectives : Attitudes

Recognize the value of effective and **collaborative communication** in expressing ideas and opinions.

Develop an **open-minded** attitude towards new technologies such as ChatGPT.



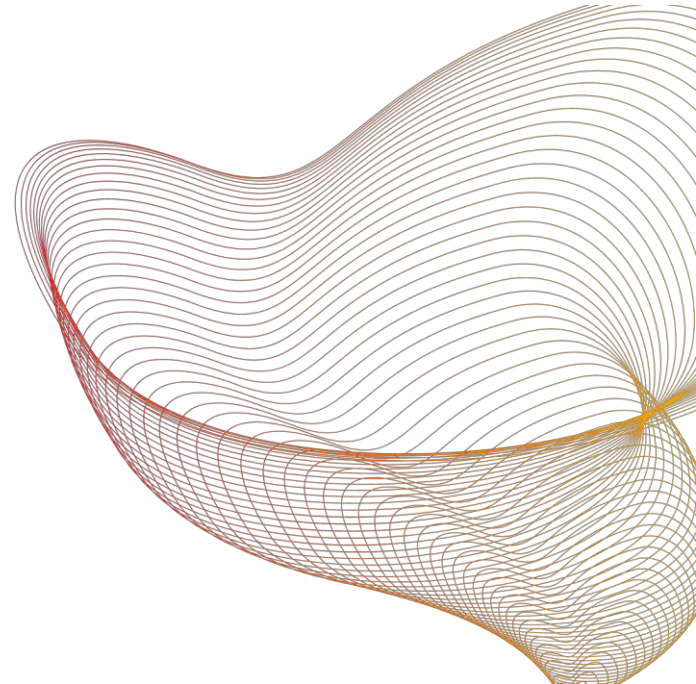
Values education: To foster **information and technology literacy** in terms of use of modern technology.

Appreciate the importance of considering **different perspectives** and working collaboratively to make **informed decisions**.



More on

Information Literacy (IL)





Category	Nine Literacy Areas	
Effective and Ethical use of information	1	Use, provide and communicate information effectively, ethically and responsibly
Generic IL Skills	2	Identify and define a need for information
	3	Locate and access relevant information
	4	Evaluate information, media content and information sources/providers
	5	Extract and organise information, create and present new ideas



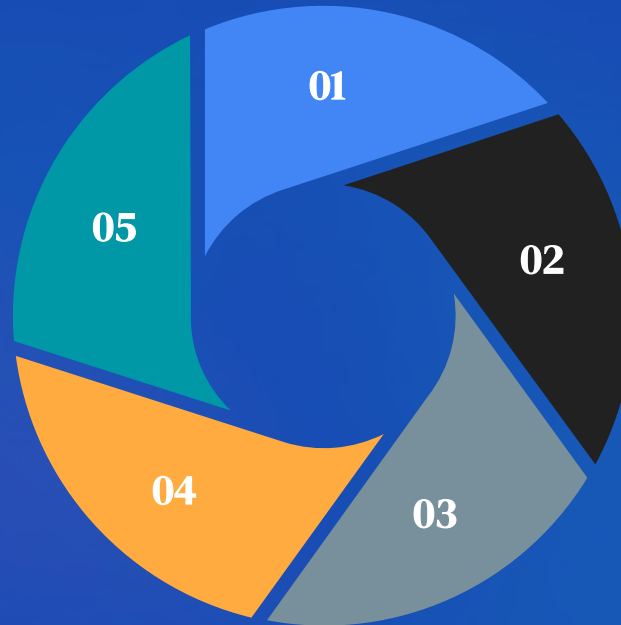
Information World	6	Apply IT skills to process information and produce user-generated content, and adopt a reflective mindset when sharing information
	7	Recognise the roles and functions of information providers in society
	8	Recognise the conditions under which reliable information could be obtained
	9	Recognise the ethical issues arising from the application of emerging and advanced information technologies



IL in school curriculum (EDB)

Learning and teaching effectiveness is enhanced through an IT-rich environment supported by high-quality and easy-to-use e-resources.

Application of IL in relevant key learning areas/subjects/school library activities can benefit student learning.



Incorporation of IL in the school curriculum will provide authentic learning contexts to promote values education.

Due attention has to be given to the promotion of using information in an ethical and responsible manner.

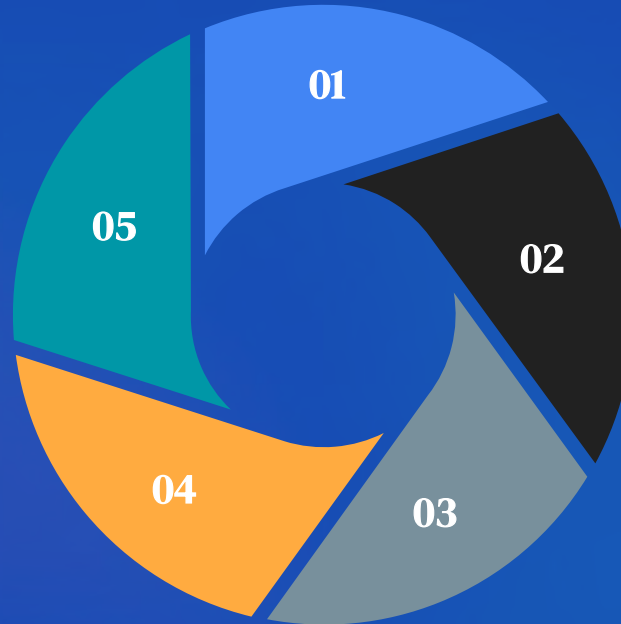
Application of IL can help students become informed and responsible citizens in the knowledge-based society.



IL and Generic Skills (EDB)

Students need to uphold positive values and attitudes such as integrity, respect for others, law-abidingness, and empathy.

Generic skills are essential for handling information in today's society.



IL can be developed in the context of handling information with different media and information platforms in life events.

Students need to be provided with learning experiences involving critical thinking skills, creativity, and problem-solving skills.

Application of IL can help students leverage advancements in IT for their benefit.



Differentiated Instruction (DI)

strategies deployed

- * *flexible groupings (homogeneous, heterogeneous, expert groups)*
- * *tiered questioning*
- * *HOT skills*



Interactive lead-in on Mentimeter:

What do you think of when
you hear the word 'ChatGPT'?



From the students:

smart / intelligent,
fast,
modern,
cool / amazing,
useful,
convenient

a new thing,
high-tech,
homework answer generator

scary,
will take over humans,
weird writings



A demonstration of using AI tools



ChatGPT >

Context cleared

What is ChatGPT?



This bot may make incorrect statements. It does not have knowledge of events after 2021. Tap to learn more.

ChatGPT is a large language model developed by [OpenAI](#), based on the GPT-3.5 architecture. It is a [computer program](#) that is designed to understand natural language and generate human-like responses to user inputs. ChatGPT is trained on a vast amount of [text data](#) and uses [machine learning algorithms](#) to predict the most appropriate response to a given input. It can be used for a variety of tasks, including [language translation](#), [text summarization](#), question-answering, and chatbot conversations. ChatGPT is a powerful tool for [natural language processing](#) and has the ability to generate high-quality, human-like responses to a wide range of queries.

[Share](#)[Like](#)[Dislike](#)

Tell me more.

Can ChatGPT be used for customer service chatbots?

How does ChatGPT compare to other language models?

What are some limitations of ChatGPT?

See other topic ideas



Type a message...





6 Key terms that you should know



Kau Yan College




S2 English Language

ChatGPT - Vocab List

Class: 2B ()

Name:

Date: 28/04/2023

New vocabulary item	Part-of-speech	Definition
1. GPT = (G _____ P _____ T _____)	Noun phrase	 G _____ P _____ T _____, which is a type of language model developed by OpenAI that uses deep learning techniques to generate human-like text based on a given prompt or context.
2. AI = (A _____ I _____)	Noun phrase	_____, which refers to computer systems that can perform tasks that normally require human intelligence, such as understanding natural language and making decisions. 
3. C _____ AI	Noun phrase	 C _____ AI is an AI system that can talk to humans in a natural way, like a chatbot or virtual assistant.



1. GPT

Generative Pre-trained Transformer, which is a type of language model developed by **OpenAI** that uses deep learning techniques to generate **human-like text** based on a given prompt or context.



2. AI

Artificial Intelligence, which refers to computer systems that can perform tasks that normally require human intelligence, such as understanding natural language and making decisions.



3. Conversational AI

Conversational AI is an AI system that can talk to humans in a natural way, like a chatbot or virtual assistant.



4. Prompt

A prompt is a **text input** given to a language model to generate a response. It's like **asking a question** or **giving a topic** for the model to talk about.

e.g. Asking ChatGPT
“What is ChatGPT?”



5. Corpus

A corpus is a collection of text data that is used to train language models. It's like a big library of words and sentences that the model can learn from.



6. Ethics

Ethics are moral principles and values that guide behavior and decision-making. It involves reflecting on **what is right and wrong, just and unjust, and fair and unfair.**



Expert groups:

(Homogeneous
grouping)

Grouping list here



P1 / G1

P2 / G2

E1 / G7

E2 / G8

T2 / G4

T1 / G3

S2 / G6

S1 / G5



Topic: Should ChatGPT and other AI tools be allowed in local secondary schools?

1. Students



2. Parents



3. Teachers



4. Government officials from the
Education Bureau (EDB)



Challenging!



Instructions

1. Get into groups. Read the passage silently. (5 min)
2. Identify the **advantage(s) and the disadvantage(s)** mentioned in the passage on p.1. (5 mins)
3. Brainstorm and from **YOUR** stakeholder perspective, come up with **OTHER advantage(s) and disadvantage(s)** that are **NOT** mentioned in the passage on p.2. (6 mins)



Is ChatGPT the future of learning?

[Kelly Fung](#) | Published: 7:30am, 13 Mar, 2023

Frederick Fong Tsz-ho, an associate professor in Mathematics at HKUST, encouraged students to treat the tool as “a dynamic, friendly, and modern version of the encyclopedia”. But he said that the content could be wrong sometimes.

“In my Maths courses, it is perfectly OK that students use ChatGPT in their homework. They just need to point out that their answers were AI-generated, and that they have fact-checked the accuracy of the information,” he said.

“I am not worried about students blindly copying AI-generated answers in my homework as they are most likely inaccurate, and sometimes, it does not answer the questions. It just quotes ideas from Wikipedia.”

“Why should we still spend time training students to do tasks that can be done by AI in a second? We should teach them to do things that AI cannot do,” he noted.

A secondary English teacher, Ms. Chow, saw ChatGPT as “another platform for students to do research”.

“It’s a life skill they need to learn – how to get useful information from the internet and use it for their good,” said the teacher from a Tai Po school.

But she noted that it was not ideal for primary school students to have access to AI tools as they might not be mature enough to use them properly.

Teachers can also use the technology to make lesson plans and get ideas for classroom activities and quizzes. They can also use the platform to teach critical thinking and problem-solving skills by having students challenge ChatGPT’s reasoning in its answers.

However, some school teachers worry about students’ using ChatGPT’s work to be their own work. While the tool may give quick and easy answers to questions, it does not build critical-thinking and

Teachers



Face Off: Should ChatGPT be allowed in school?

[YP Readers](#) | Published: 11:00am, 26 Feb, 2023

For: by Clarisse Poon, 13, St Paul's Co-educational College

I stand that schools should not ban the tool. We should welcome this new AI tool into the classroom and use it to help students become knowledge transformers.

Just as calculators have become an important tool for students in Maths classes, ChatGPT has potential for writers who want to develop their critical thinking and communication skills.

For example, students can use ChatGPT to generate outlines for essays, using the tool to create points for comparison and prompting students to develop critical thinking skills based on the outlines generated by the programme.

It can also be a tutor to help students revise and study, or be used by English language learners to improve their basic writing skills. ChatGPT can support deeper learning.



ChatGPT can be an invaluable platform for students' learning and correct use of technology.

Against: by Victor Wu, 17, Burnaby South Secondary School

The AI technology can hurt students' learning. ChatGPT can write well-articulated essays and solve complex Maths problems in seconds. Unfortunately, this may encourage students to abuse the programme. This makes it difficult for students to work on their critical thinking skills.

ChatGPT can also generate biased or inaccurate information. According to the CEO of OpenAI, "ChatGPT is incredibly limited but good enough at some things to create a misleading impression

Students



The A.I. Chatbots Have Arrived. Time to Talk to Your Kids.

Artificial intelligence can make adults nervous, but experts say exploring it as a family is the best way to understand its pros and cons.

Chatbots, such as ChatGPT, can give harmful content or answers with inaccuracies. They may also say things that look true but are, in fact, completely made up. And some students have begun using ChatGPT to do homework FOR them, cheating their teachers.

Many parents are already worrying about their children's using digital devices for too long and the bad effects on their children's mental health with the use of social media.

Snapchat's chatbot, for example, once told a teenager about how to steal money from a shop and suggested tips on having sex for the first time.



Children and parents should also know that this technology has "blind spots" in the design. For example, A.I. robots may act out wrong ideas / stereotypes around gender and race.

"It is very important for kids to know what is going on with the AI technology," said a teacher who is teaching secondary school students about A.I.

Understanding the technology's problems may give children and parents reason to stop and ask questions about their interactions and the content that is being generated for them.

Many experts agree that children need to learn how to use this new technology responsibly. It's a good idea to have a conversation with kids and help them learn what's correct and what isn't when it comes to AI chatbots. It is a technology that is developing fast and will be around all of us.

Parents



Bringing AI into classrooms with Information Literacy

EDB's views

Artificial intelligence (AI) is the latest trend in technology and the HK Education Bureau (EDB) would like to nurture Hong Kong's next generation of AI talent. To do this, the EDB will start the Module on Artificial Intelligence for Junior Secondary Level in the first half of this year for schools

"AI is now a very hot topic. By having AI in our education, students will understand the impact of innovation & technology (I&T) in improving daily life and promoting social and economic development," according to the EDB.

More importantly, all students must learn to use information in an ethical and responsible manner. Information Literacy (IL) can be developed when students are handling information with different media and information platforms in life events. Students are provided with learning experiences which involve the application of generic skills (e.g. critical thinking skills, creativity and problem-solving skills) and upholding of positive values and attitudes (e.g. integrity, respect for others, law-abidingness and empathy).

How do some schools see Chat GPT?



could also be turning in work with inaccurate information. Educators are worried the program could affect students' learning if they rely on it.

Schools hope that students can use information with Information Literacy. Some schools are worried that ChatGPT cannot help students develop Information Literacy. This is why the schools would like to block ChatGPT on school networks and school-issued devices.

Some schools are worried that students could use the AI tool to do their schoolwork for them, from writing papers to solving equations. They

Government officials from the Education Bureau (EDB)



Parents

Parents Gp 1 Advantage *1



Parents

Parents Gp 2 Disadvantage *1



Teachers

Teachers Gp 1

Advantage *1



Teachers

Teachers Gp 2 Disadvantage *1



Students

Students Gp 1

Advantage *1



Students

Students Gp 2

Disadvantage *1



Government officials from the
Education Bureau (EDB)

EDB Officials Gp 1

Advantage *1



Government officials from the
Education Bureau (EDB)

EDB Officials Gp 2

Disadvantage *1

Collaborative writing group list

Group 1	1 – Holden 12 – Heather 5 – Candy 13 – Lily	Group 2	8 – Summer 3 – Yvette 22 – Nicole 6 – Franky
Group 3	10 – Aggie 27 – Gordon 19 – Yankie 31 – Hailey	Group 4	18 – Kitty 29 – Angel 15 – Kenji 16 – Adam
Group 5	23 – Chloe 14 – Daniel 17 – Michael 30 – Moses	Group 6	24 – Jack 32 – Wilson 2 – Macy 11 – Chloe
Group 7	26 – Dicky 4 – Abby 7 – Rain 20 – Peggy	Group 8	28 – Iris 9 – Martin 25 – Henry 21 – Lolo



New grouping
(Heterogeneous
grouping)



P1 / G1

P2 / G2

E1 / G7

E2 / G8

T2 / G4

T1 / G3

S2 / G6

S1 / G5



Summarising and comparing viewpoints

Listen to your groupmates, summarise and compare the viewpoints of different stakeholders.

	Teachers' view	Parents' view	Students' view	Government's view
Benefits of using ChatGPT:	1. 2. 3.	1. 2.	1. 2.	1. 2.
Disadvantages / possible risks of using ChatGPT:	1. 2.	1. 2.	1. 2.	1. 2.
Our group's FINAL STANCE towards the use of ChatGPT	After summarizing and comparing the viewpoints from different stakeholders, does your group agree or disagree to the use of ChatGPT in local secondary schools? Supportive / Disapproving			

Challenging!



Time to write!





Prior knowledge: The “O-R-E-O” Structure

O

Opinion

Connective,
Topic Sentence

R

Reason

Elaborate *your idea*

E

Evidence

Examples / Experience

O

Opinion

Concluding Sentence
(Restate your opinion)



Sample question (Prior knowledge)

Should e-textbooks be adopted in Hong Kong?

1. Opinion (Topic Sentence)

- Connectives, TS.
- Furthermore, e-textbooks can help students learn effectively and efficiently.



2. Reason (Elaboration)

- The current situation?
- What will change if we use e-textbooks?
- (TS): Furthermore, e-textbooks can help students learn effectively and efficiently.
- (Elaboration): With e-textbooks, students are able to search for a specific term and skip ahead to the page they need, without having to skim through tens or even hundreds of pages.



3. Evidence

- Evidence = (Example / Experience)
- (TS): Furthermore, e-textbooks can help students learn effectively and efficiently.
- (Elaboration): With e-textbooks, students are able to search for a specific term and skip ahead to the page they need, without having to skim through tens or even hundreds of pages.
- (Evidence): For example, when students are looking for their writing notes, they can use the “Search” function to skip straight to the important pages.



4. Opinion (Concluding Sentence)

- Restate your opinion
- Try to paraphrase your original TS (changing some wordings)
- (TS): Furthermore, e-textbooks can **help students learn effectively** and **efficiently**.
- (Elaboration): ...
- (Evidence): ...
- (CS): Therefore, e-textbooks can **increase** the **effectiveness** and **efficiency** of **students' learning**.



Google Docs interface showing a collaborative writing exercise titled "(LINK) ChatGPT - A Letter to the Editor (Collaborative Writing Exercise)".

The document content includes:

Kau Yan College	
S2 English Language	ChatGPT - A Letter to the Editor Collaborative Writing Exercise
Class: 2B	Date: 28.04.2023

Group List & Links

Group	Link	Class number
Group 1	[Group 1] ChatGPT - A Letter to the Editor (...)	1, 5, 12, 13
Group 2	[Group 2] ChatGPT - A Letter to the Editor (...)	3, 6, 8, 22
Group 3	[Group 3] ChatGPT - A Letter to the Editor (...)	10, 19, 27, 31
Group 4	[Group 4] ChatGPT - A Letter to the Editor (...)	15, 16, 18, 29
Group 5	[Group 5] ChatGPT - A Letter to the Editor (...)	14, 17, 23, 30
Group 6	[Group 6] ChatGPT - A Letter to the Editor (...)	2, 11, 24, 32
Group 7	[Group 7] ChatGPT - A Letter to the Editor (...)	4, 7, 20, 26
Group 8	[Group 8] ChatGPT - A Letter to the Editor (...)	9, 21, 25, 28
Group 9 (Back-up link)	[Group 9 - Back-up] ChatGPT - A Letter to the Editor (...)	





System tray at the bottom shows 23°C, 7:59, and 24/4/2023.







Students' work

Attempt at
the OREO
body
paragraph
structure



	<u>Opinion:</u> Connective, Topic Sentence Firstly, students will rely on ChatGPT.
	<u>Reason:</u> Elaborate your opinion Students will copy some works on it. When the students use ChatGPT for a long time, they cannot think for themselves and have bad results in exams.
	<u>Evidence:</u> Examples, Experience For instance, if students use ChatGPT as a tool to do their English homework. They will lose their independent thinking, who can't improve their grammar skills.
	<u>Opinion:</u> Restate your opinion To sum up, students will rely on ChatGPT to do homework.



	<p><u>Opinion:</u> Connective, Topic Sentence</p> <p>Firstly, using ChatGPT in local secondary schools is bad for student's studies if they copy the answer on Chat GPT.</p>
	<p><u>Reason:</u> Elaborate your opinion</p> <p>Following with the point. This is because students can't learn what the teacher taught. If they keep copying the answer on Chat GPT, then they will have bad results in their exam.</p>
	<p><u>Evidence:</u> Examples, Experience</p> <p>For example, HKU banned the ChatGPT to stop their students from copying the answer. Students can easily find the answer in ChatGPT. They do not need to think about how to do the homework, so that they cannot learn anything from doing the homework.</p>
	<p><u>Opinion:</u> Restate your opinion</p> <p>To conclude, we think students using AI tools like ChatGPT is <u>a bad behaviour for their study</u>. It is easy to make student done their homework without learning.</p>

Example
(HKU
banning
ChatGPT)



Body paragraph #2:

	<p><u>Opinion:</u> Connective, Topic Sentence</p> <p>Firstly, students should not use ChatGPT in school because students can copy it.</p>
	<p><u>Reason:</u> Elaborate your opinion</p> <p>For the parents, students using ChatGPT will cause them to become lazy and when they have exams they will not know anything, so their grade will be worse and may also not get into a better school.</p> <p>For the students, students will be happy to use ChatGPT to finish homework because that can let them have more time to rest and play games or do other things but they would also have a fear of copying homework and the teacher will scold them. Therefore, they won't copy it.</p>
	<p><u>Evidence:</u> Examples, Experience</p> <p>For example, parents said to their children to do homework but they said they have already done, they will feel strange for that because they will finish it very fast, finally they know it is a copy from ChatGPT. Therefore, parents would know if they <u>in learn</u> anything in <u>doing</u> homework process.</p> <p>Using ChatGPT to finish homework will let the students scold them. If more serious, it may be expelled or suspended school.</p>
	<p><u>Opinion:</u> Restate your opinion</p> <p>Therefore, we shouldn't let student use chatGPT in their school work.</p>



Dear Sir/Madam,

I am writing to express my opinions on ChatGPT. Recently, ChatGPT has become famous in schools and society, but we do not completely support students using ChatGPT or other AI tools in their studies.

First, students may rely on AI tools and do not think about studies by themselves. Parents also worry about children using digital devices for too long.

Beside it, the government thinks students will become addicted to ChatGPT or other AI tools, and they rely on it to solve problems, hindering their development of ideas.

In addition, the information from ChatGPT or other AI tools are not completely accurate as most information is copied from the internet, the students using it to solve problems may absorb the incorrect knowledge.

In conclusion, we do not support the government's suggestion, consider to carry out the plan of change some schools to e-schools. _____



Three things to consider - SEA

- Stakeholders
(How do we listen to other people's perspectives before making decisions?)
- Ethics
(Is using ChatGPT for homework a right thing to do?)
- Accuracy
(Is the content from ChatGPT always correct?)



Reflections

- Currently heated debates and **real-life events** can foster their **curiosity** and **engagement** in the lessons.
- With **varied** and **level-appropriate** (Krashen's $i+1$ principle) **materials**, students can be exposed to different perspectives. Higher-order thinking skills can be cultivated.
- Different tasks require different **flexible groupings** (homogeneous, heterogeneous, expert groups, etc.), depending on the nature of the task.
- Other than teachers' input, students can be allowed **more time to look for relevant evidence** to support their points of view proactively.

Thank you!