# Transformative Pedagogy

Unleashing the Potential of Google Bard in

Academic Writing Instruction

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# INTRODUCTION

Revolution

Personalisation

Assessment

Tutoring

ETHICS

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# PEDAGOGICAL PROPOSAL

GBard

Higher Ed.

Account

## Aim

| 1 | assess use of Bard in academic writing |
| 2 | enhance collaborative writing and feedback |
| 3 | investigate engagement and motivation |

# Learner profile

**105** Students

T&I
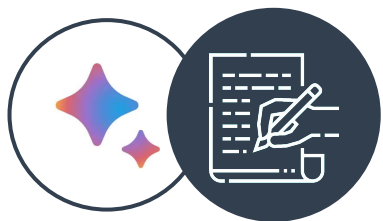
49 German

56 French

ENG B2 English

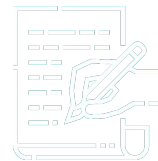# Task design

Groups

Essay

GBard

Traditional

# Essay

You and your team have listened to a podcast about bridging cultural gaps between people of different nationalities and cultures. Write a collaborative essay discussing different ways to promote intercultural understanding. You should explain which way you think is more effective, giving reasons to support your opinion.

Each member must write about **150 words**. Write your report in an appropriate style.

(Taken and adapted from *Burlington International English C1 Student's Book*, 2nd Ed (2022))

You and your team have listened to a podcast about bridging cultural gaps between people of different nationalities and cultures. Write a collaborative essay discussing different ways to promote intercultural understanding. You should explain which way you think is more effective, giving reasons to support your opinion.

Each member must write about **200 words**. Write your report in an appropriate style.

(Taken and adapted from *Burlington International English C1 Student's Book*, 2nd Ed (2022))

# Report

## Option A: GBard

You have written an essay for your English lesson using an AI tool. While completing the task, you have taken some notes on the use of generative AI in academic writings. Now your teacher has asked you to write a collaborative report about your experience. In your report, you should evaluate the software, explaining how it was or was not useful and whether it met your expectations, including examples of your text and prompts fed to the programme and adding the pros and cons of implementing AI software for writing in foreign language classes. Finally, add some suggestions/recommendations for its use.

Each member must write about **200 words**. Write your report in an appropriate style.

## Option B: Traditional method

Your university has forbidden the use of AI tools and has forced a return to pen-and-paper continuous assessment activities but not all members of the student and lecturer bodies agree with this decision. The vice-chancellor of studies has asked you to conduct a survey and write a report. Your report should discuss how students and faculty members feel about the use of AI in education. You have also been asked to make recommendations about how it could be used.
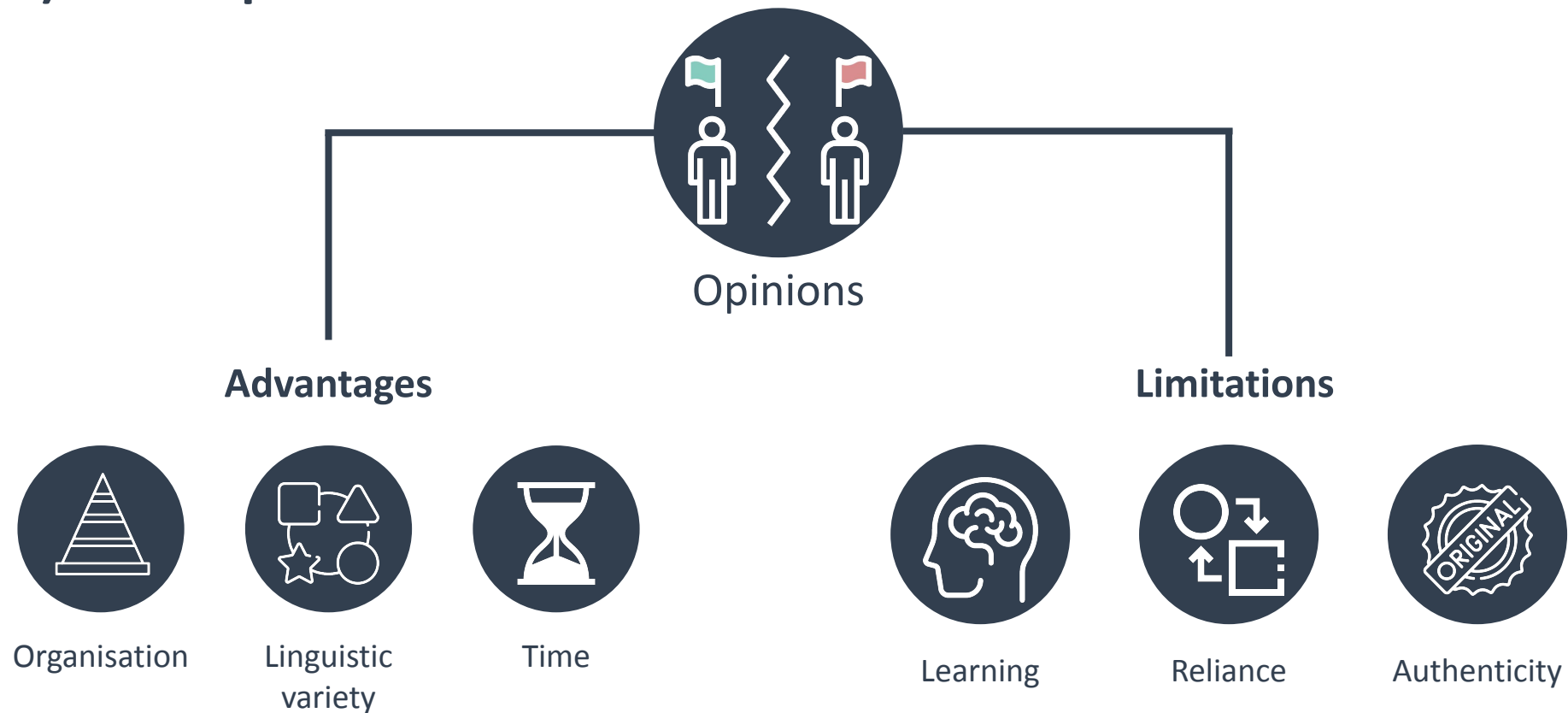
Each member must write about **250 words**. Write your report in an appropriate style.

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# Assessment

| C1 | Content | Communicative Achievement | Organisation | Language |
|---|---|---|---|---|
| 5 | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes. | Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility. | Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips. |
| 4 | *Performance shares features of Bands 3 and 5.* | | | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate. | Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect. | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication. |
| 2 | *Performance shares features of Bands 1 and 3.* | | | |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | Text is generally well organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 0 | Content is totally irrelevant. Target reader is not informed. | *Performance below Band 1.* | | |

Taken from: Cambridge English Assessment (2020). Assessing writing for Cambridge English Qualifications: A guide for teachers - C1 Advanced. UCLES.

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# 1) Anticipated results



Opinions

**Advantages**

Organisation

Linguistic variety

Time

**Limitations**

Learning

Reliance

Authenticity

# 2) Anticipated results

| Critical thinking | Teamwork | Communication | Styles | Perspectives |
|---|---|---|---|---|
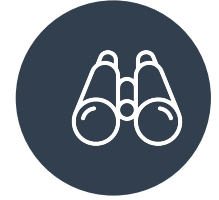
# 3) Anticipated results

| Motivation | ≠ | Achievement |
|---|---|---|

# Conclusions


Transformation


The unknown


Balance


Guide


Rules

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# Thank you