

MAX BITTENBINDER UND DR. MELANIE BRINKSCHULTE

KI-gestütztes Schreiben

DAAD Stammtisch, Community Building der digitalen DAAD-Programme

26.10.2023

Institutionelle Verortung

Schlüsselkompetenzen Interkulturelle Interaktionen:

**Internationales Schreiblabor, Interkulturelles Lernlabor,
Lektorat Deutsch als Fremdsprache**

Schlüsselkompetenzangebote für Studierende aller
Fachrichtungen

Lehrveranstaltungen, Beratungsangebote, Zertifikate

Crediterwerb in den Schlüsselkompetenzen/
qualifikationen



Das IVAC-Projekt

Schreibkompetenzen für den
reflektierten Umgang mit KI-Tools –
interkulturell

Wer wir sind...



Max Bittenbinder



Dr. Sarah Haas (Ghent)



Lefkothea Sinjari



Nadine Prange



Dr. Djuddah A. J. Leijen (Tartu)



Dr. Ella Grishammer



Sophia Finster



Dr. Melanie Brinkschulte

3 Projektziele

für Studierende aller Fachrichtungen der Universitäten
Ghent, Tartu, Göttingen:

Steigerung von Kompetenzen

1. in komplexen, akademischen Schreibprozessen
2. im reflektierten Einsatz von KI-Tools
3. in interkultureller Zusammenarbeit in internationalen Kooperationen



Created by Craiyon V3

„Writing process management with digital tools“

- Workshop mit 22 Unterrichtseinheiten à 45 Minuten Umfang
- Angebot im Sommersemester 2023 und Wintersemester 2023/24
- Umsetzung digital mit Learning Management Software „StudIP“ der Uni Göttingen
- Evaluation: Prä- und Posttest

Umsetzung im Workshop

- Umsetzung als hybride Lehre
(asynchrone und synchrone Lerneinheiten)
 - Asynchrone Selbstlernphase (>6 Unterrichtseinheiten):
 - Hintergrundwissen und Input
 - Selbstreflexion zur Vorbereitung auf Austausch in Gruppen
 - Synchrone Sitzungen (online) (~ 3*5 Unterrichtseinheiten):
 - Praktische, explorative und reflektierende Aufgaben
 - Viel Gruppenarbeit für Austausch und „Expertenteams“
 - Diskussion und Ergebnissicherung

Lehr- /Lernziele

- 1) TN kennen ihren **akademischen Schreibprozess** und können diesen bewusst gestalten
 - Visualisierung und Reflexion eigenen Schreibens
 - Schreibprozessmodelle und Schreiber*innenidentität;
 - Schreibtechniken und Schreibstrategien

Lehr- /Lernziele

2) TN kennen verschiedene **KI-Tools** und können ihren Einsatz im akademischen Schreiben kritisch abwägen

- TN kennen Diskurse über Autorenschaft, Plagiarismus und Urheberrecht in Bezug auf Schreiben mit KI-Unterstützung
- TN kennen Leitlinien ihrer Universitäten zum Schreiben mit KI-Unterstützung
- TN wissen, welche KI-Tools in verschiedenen Schreibphasen / Schreibstationen einsetzbar sind

Lehr- /Lernziele

3) TN wissen, was interkulturelle Kompetenzen sind und wie sie internationale Kooperationen konstruktiv gestalten können

- TN kennen Modelle zur Beschreibung interkultureller Kompetenzen
- TN kennen Kompetenzen, die für konstruktive interkulturelle Begegnungen wichtig sind
- TN wissen, wie sie interkulturelle Begegnungen mithilfe der bekannten Konzepte gestalten können

Umsetzungsbeispiel

Paraphrasierungs-Experiment von Dr. Ella Grieshammer

Vorbereitung

- Asynchron
- TN googeln Bild und beschreiben ihren Schreibprozess und Schreibaktivitäten
- TN lernen komplexes Schreibprozessmodell kennen und verorten ihre Schreibaktivitäten im Modell
- Synchron
- „Ps ‚gossip‘ about their writing process“
- → „Participants are aware of non-linearity and individual differences in the writing process“

1.5 Do Activity: My writing process

Google the term "path" and choose the image that best serves to represent your writing process.
In three to five sentences, describe your writing process using your image.
What activities do you think are part of the writing process?



Das Experiment - Aufgabenstellung

- Task: Paraphrasing with(out) AI
- Depending on the group, please download the document
 - ParaphrasingExperimentGroupA or
 - ParaphrasingExperimentGroupBand work on the task (approx. 20 min).
- When you are done, please upload the completed worksheet with your first name in the file name in the folder
- → 'ExperimentParaphraseResults'.
- In pairs, compare and discuss your findings:
- How do your paraphrases/summaries differ?
- How do you think these differences come about?
- What do you see as the advantage in paraphrasing/summarizing without AI support?
- What do you see as the advantage in paraphrasing/summarizing with AI support?

Das Experiment – Ergebnisdiskussion im Plenum

Interest has been defined as a motivational variable, as well as a psychological state that occurs during interactions between persons and their environment, and is characterized by increased attention, concentration, and affect. In addition, the term interest also refers to a relatively enduring predisposition to engage with particular content, such as objects, events, and ideas. In contrast to cognitively driven motivational theories, in interest theory, interest is always considered to have both an affective and cognitive component. The assumption that affect is an inherent component of interest, and that it has a biological foundation are critical features that set it apart from other motivational constructs (Hidi, 2003).

Interest can be described as a motivational factor and a psychological state that emerges during interactions between individuals and their surroundings. [Almost like original!] It is marked by heightened attention, focus, and emotional involvement. [Almost like original!] Furthermore, the concept of interest also encompasses a long-lasting inclination to engage with specific subjects, such as objects, occurrences, and concepts. Unlike motivation theories driven solely by cognitive factors, [possible misinterpretation] interest theory consistently acknowledges the presence of both emotional and cognitive aspects in interest. The belief that emotions are an integral part of interest and have a biological basis distinguishes it from other motivational concepts (Hidi, 2003).

Das Experiment – Ergebnisdiskussion im Plenum

Various definitions of the term "learning analytics" are currently in use (Leitner, Ebner & Ebner, 2019). At the first conference on learning analytics ("International Conference on Learning Analytics and Knowledge," or LAK, 2011; see Long & Siemens, 2011), learning analytics was described as "the measurement, collection, analysis, and reporting of data about learners and their contexts for the purpose of understanding and optimizing learning and the environment in which it occurs" (own translation). Duval (2012) summarized LA by saying, "Learning analytics is about collecting traces that learners leave behind and using those traces to improve learning" (own translation). LA should always provide actionable insights (Siemens et al., 2011) Schön and Ebner (2013) define LA as "learning analytics is the interpretation of learner-specific data to specifically improve individual learning processes" (Section 3). For (Austrian) universities, LA has been defined as follows (Leitner et al., 2019, p. 8): "Learning analytics involves the analysis, presentation, and interpretation of data from teaching and learning settings with the purpose of enabling learners to directly change their learning."

31.10.2023

The text discusses various definitions of "learning analytics." Different definitions have been proposed by researchers and organizations. The first definition, from the International Conference on Learning Analytics and Knowledge in 2011, defines learning analytics as the measurement, collection, analysis, and reporting of data about learners and their contexts to understand and optimize learning and the learning environment [direct quote without quotation marks or citation].

Another definition by Duval in 2012 describes it as collecting traces left by learners to improve learning. It is emphasized that learning analytics should provide actionable insights [source?]. Schön and Ebner in 2013 define it as interpreting learner-specific data to enhance individual learning processes. For Austrian universities, learning analytics involves analyzing, presenting, and interpreting data from teaching and learning settings to empower learners to make direct changes in their learning. [source?]

Das Experiment – Zusammenfassung im Plenum

With AI

- time efficiency / faster
- as basis for additional own interpretation and summaries usable
- clear instructions / prompts necessary
- additional instructions of highlighting and rephrasing can help
- - does not help the paper with insights and interpretations
- - more than one try may be necessary
- - sometimes skips citations
- - sometimes unnecessary complicated

Without AI:

- better understanding or thinking about contents during summarizing/paraphrasing
- clearer / simpler language

Vielen Dank für Ihre Aufmerksamkeit

Bei Interesse am Projekt oder weiteren
Fragen schreiben Sie gerne an:

melanie.brinkschulte@phil.uni-goettingen.de

