

●●● בינה מלאכותית יוצרת בשירות האקדמיה: מגוון פרקטיקות במעבדה לחקר שילוב טכנולוגיות בלמידה באוניברסיטת ת"א



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●●● מגוון פרקטיקות במעבדה לחקר שילוב טכנולוגיות בלמידה באוניברסיטת ת"א



GenAI

בינה מלאכותית יוצרת

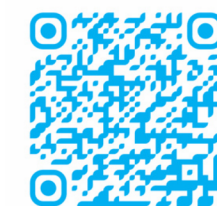
Case 01

1

What specific difficulties involved in students Self-Regulated Learning (SRL) while engaging on problem solving tasks?

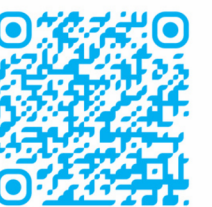
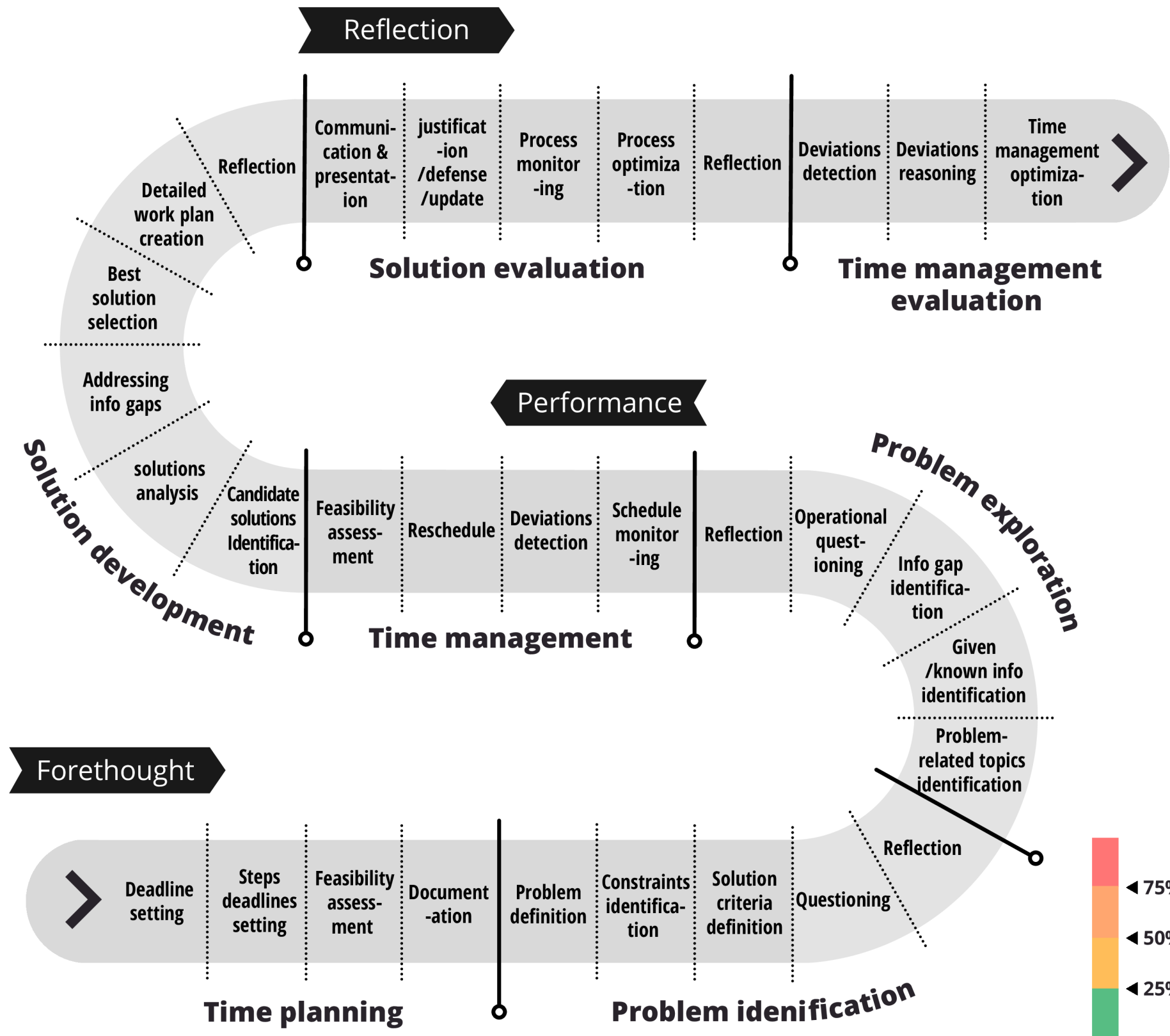
2

What are the designed features in a GenAI chatbot that could support students SRL in problem-solving tasks?

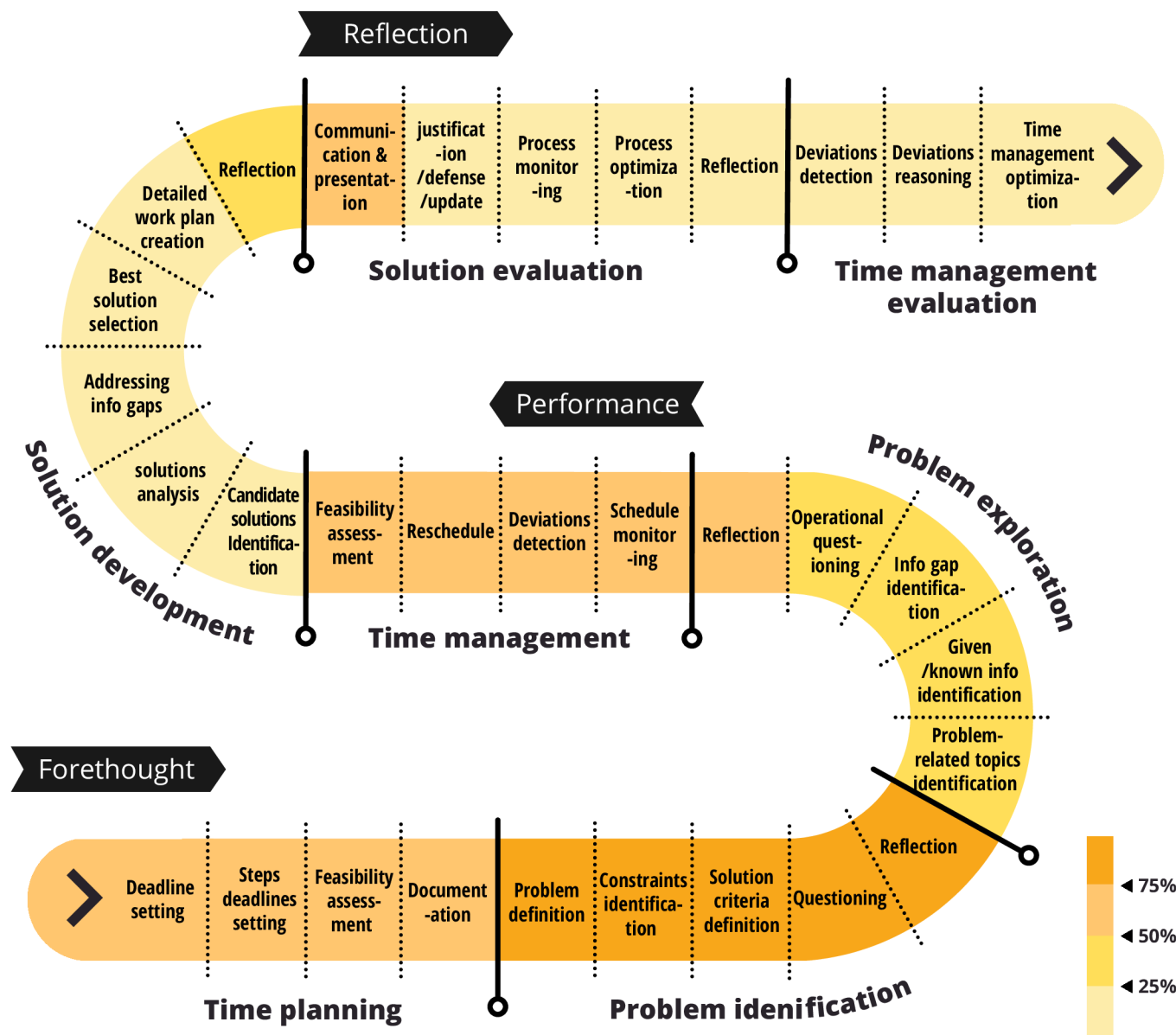


●●● Difficulties involved in students SRL while working on problem solving tasks (RQ1)

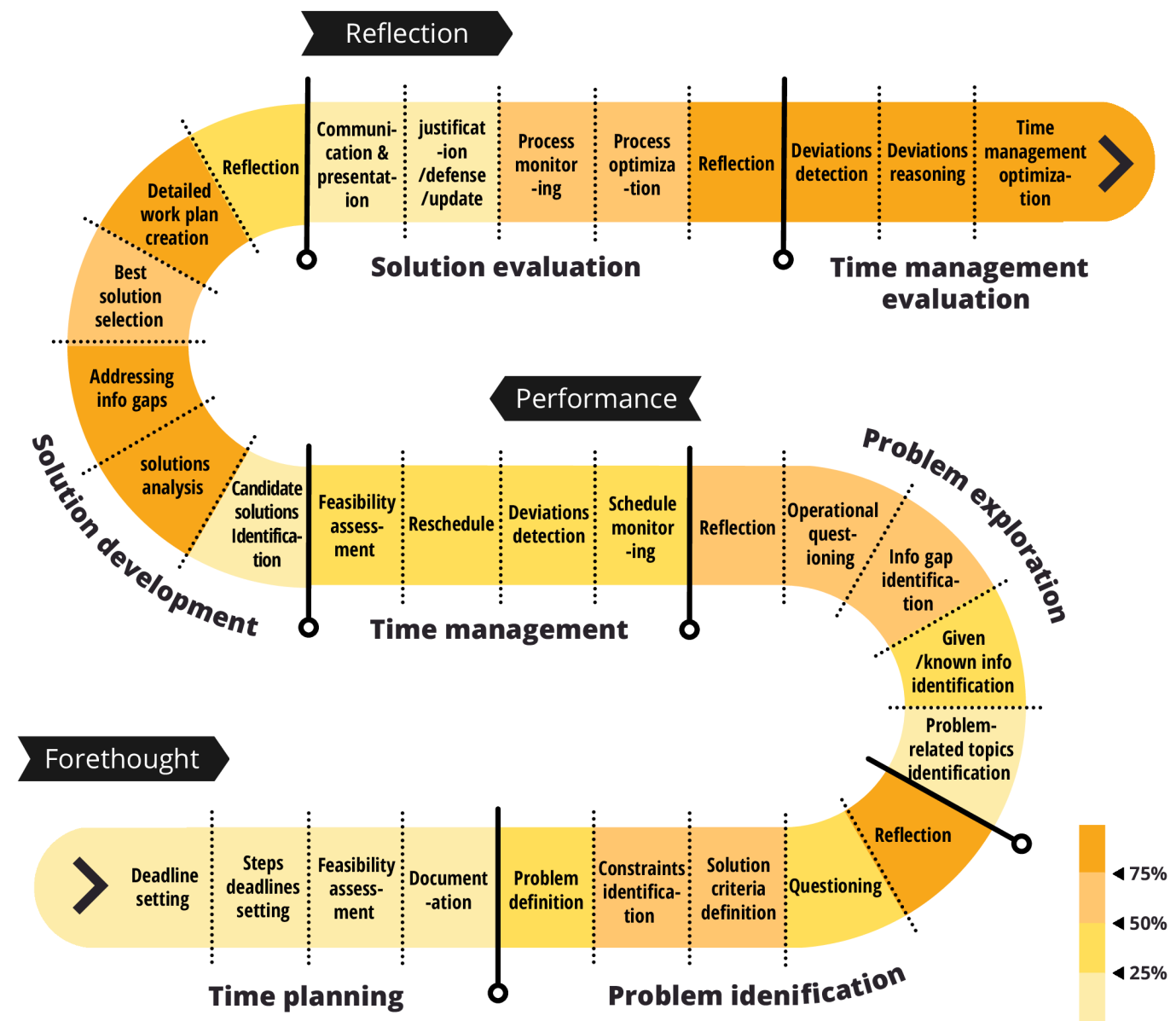
PS-SOS Map: Teachers-Reported Students' Problem Solving Sort Out Setbacks Map



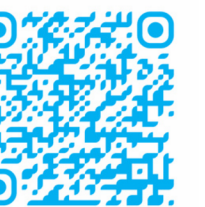
1- Assessment difficulties



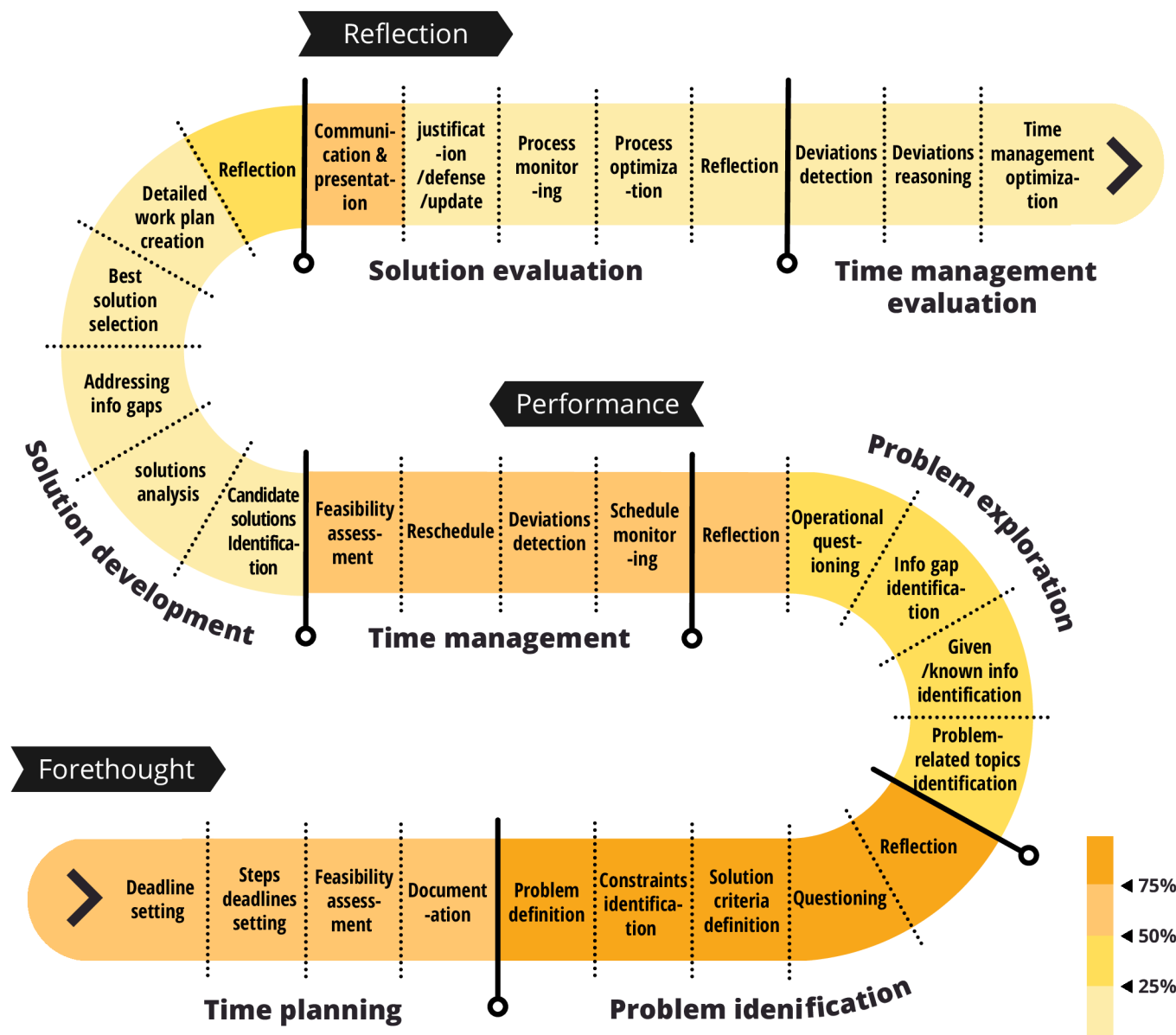
Teachers-reported Students' PS-SOS Map (N=11; n=241)



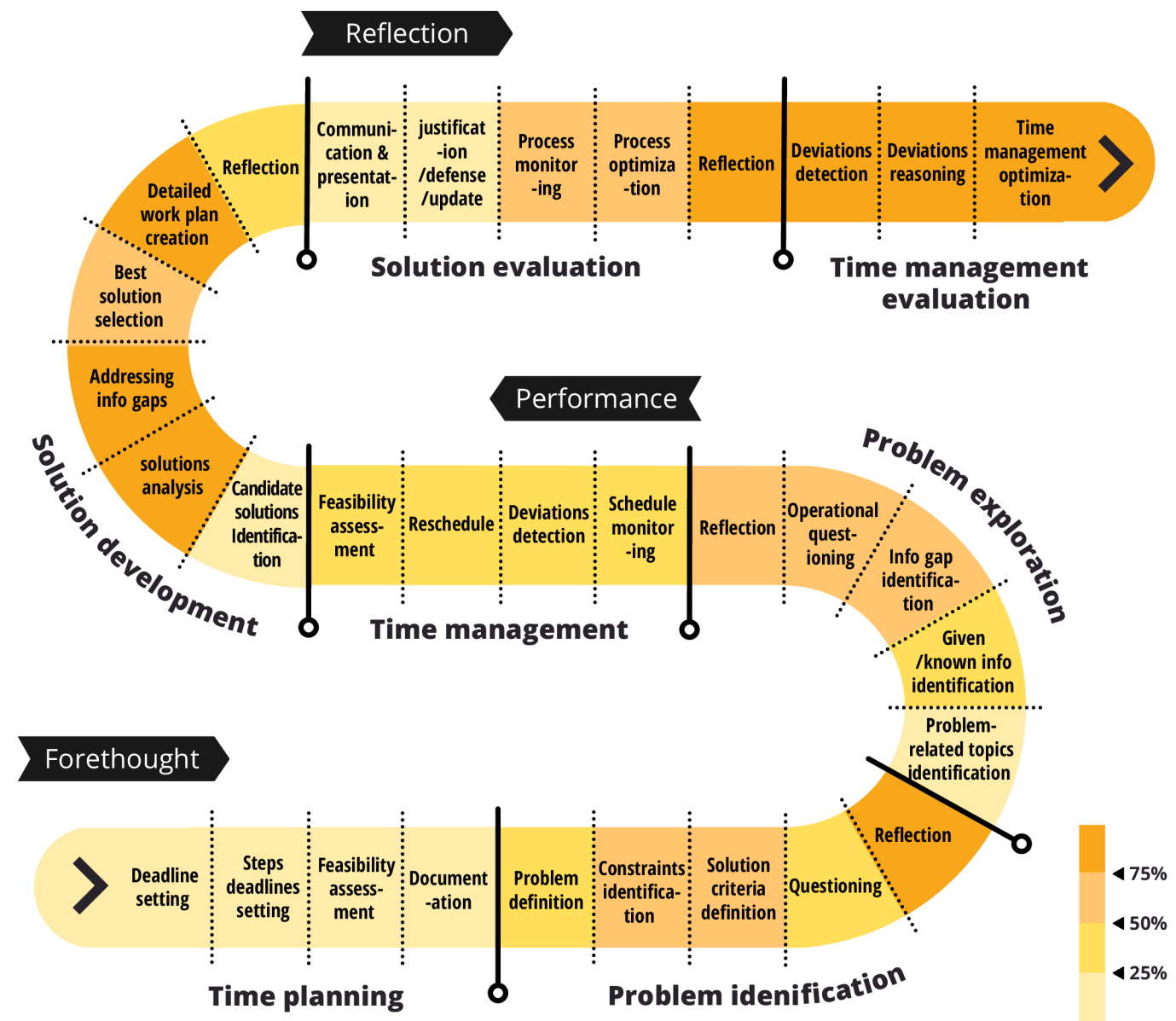
Students' PS-SOS Map (N=177; n=2,568)



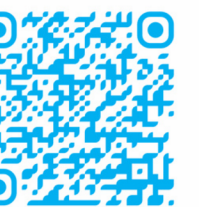
2- Cognitive strategies difficulties



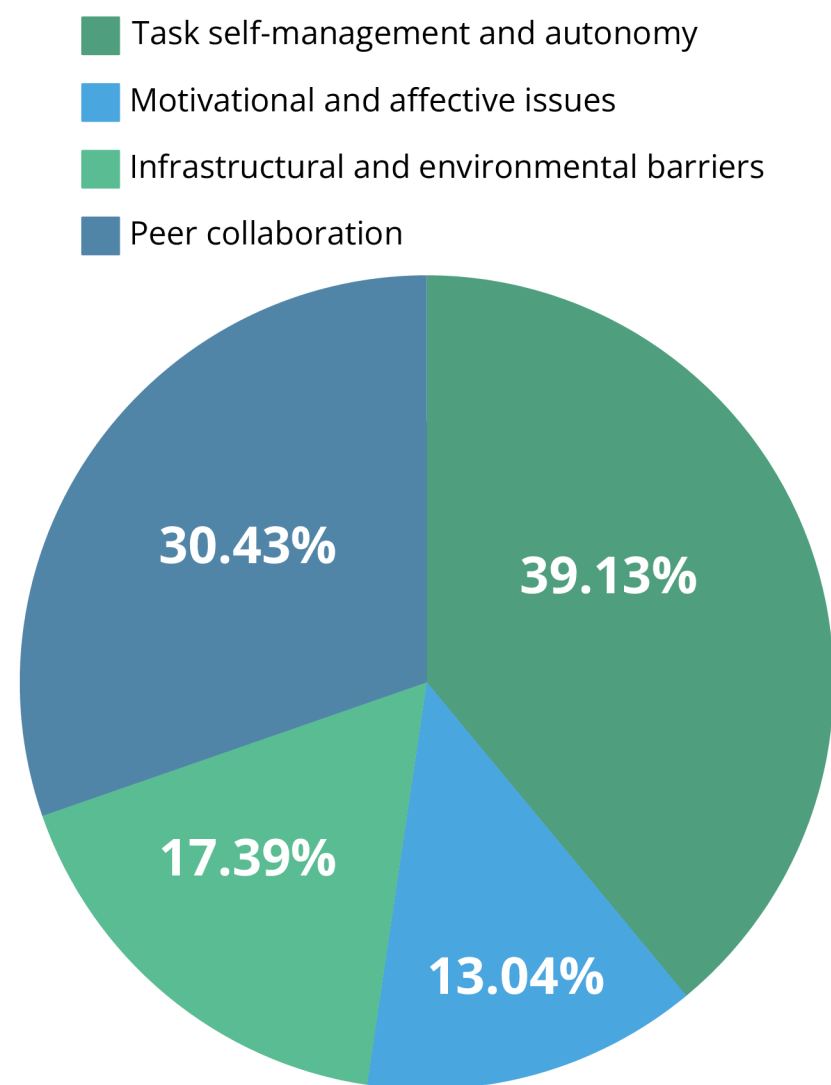
Teachers-reported Students' PS-SOS Map (N=11; n=241)



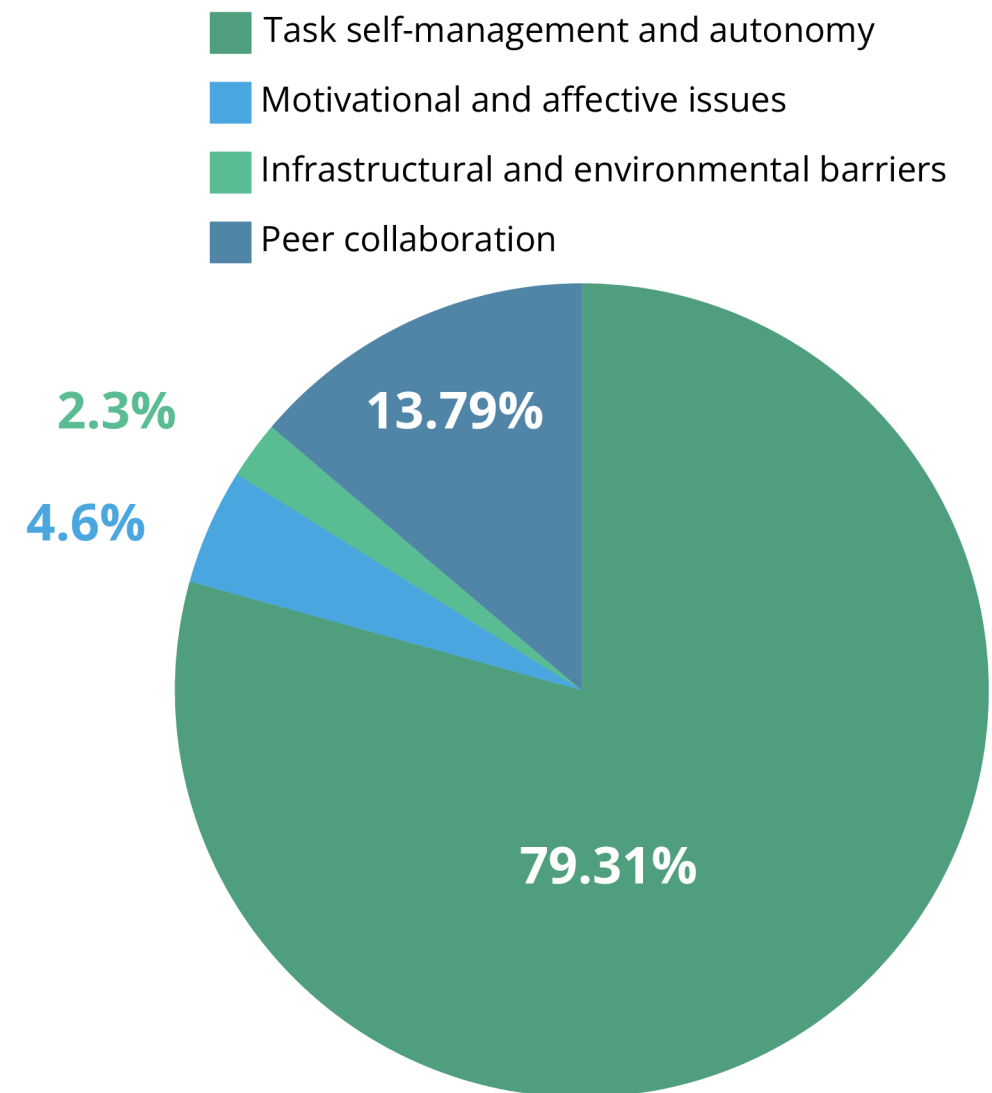
Students' PS-SOS Map (N=177; n=2,568)



●●● 3- Beyond cognitive strategies difficulties



Teachers-reported students' other difficulties (N=11; n=23)



Students' other difficulties (N=177; n=87)



●●● Designed features for a GenAI chatbot to support students (RQ2)

(RQ1) What specific difficulties involved in students SRL while engaging on problem solving tasks?

(2) What are the designed features in a GenAI chatbot that could support students SRL in problem-solving tasks?

1- Assessment difficulties

2- Cognitive strategies difficulties

3- Beyond cognitive strategies difficulties



1- Structured and explicit strategy instruction

2- Personalized feedback

3- Real-time skills assessment



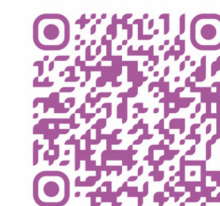
Case 02



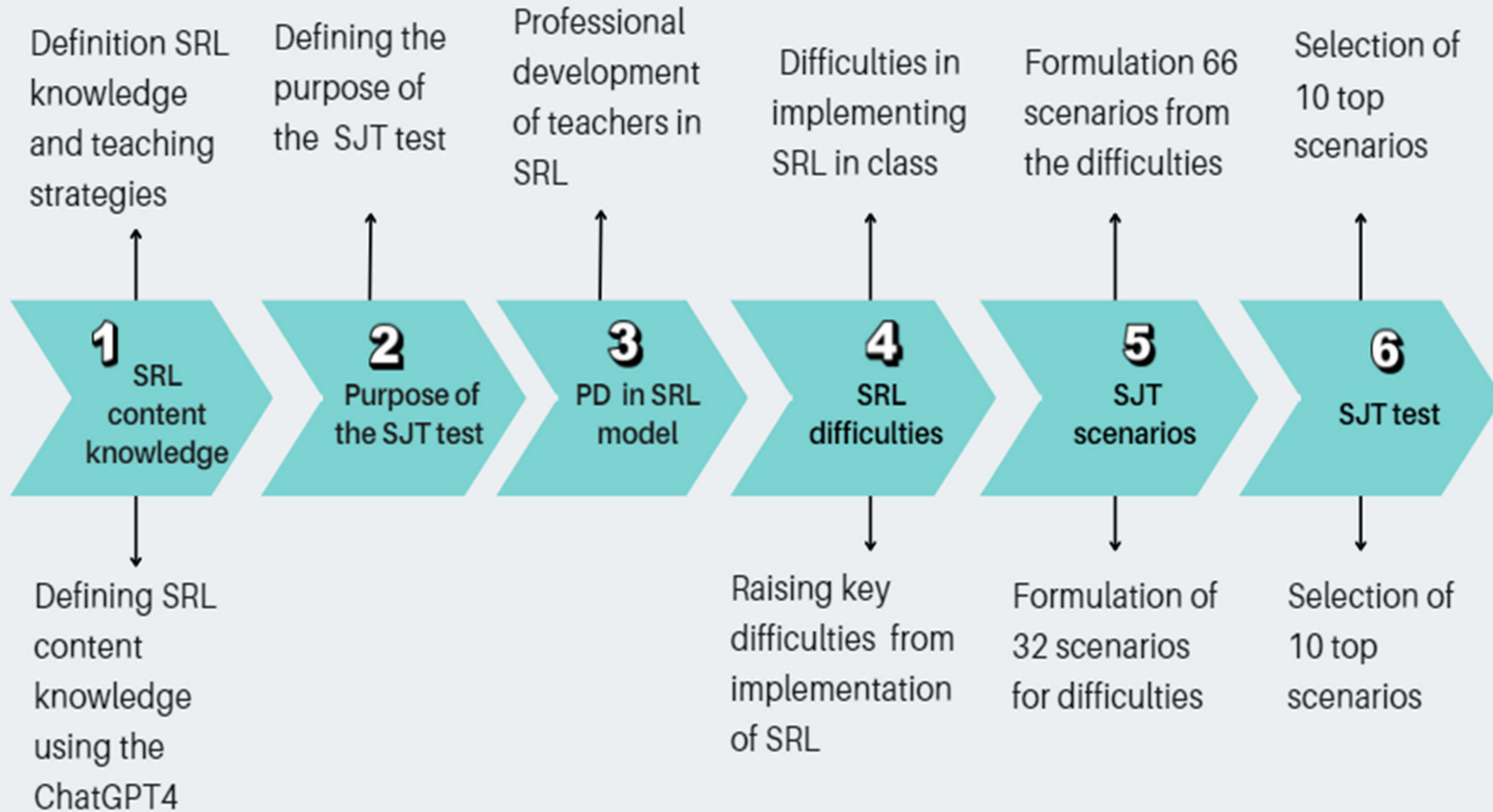
What is the contribution of the interaction between the researchers and ChatGPT to the development of a Situational Judgment Test (SJT) tool for diagnosing the self-regulated learning (SRL) knowledge of teachers?



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Researchers process



ChatGPT4 process



SJT tool development process for diagnosing SRL-PS knowledge

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Case 02



Researchers' scenarios and ChatGPT scenarios according to ChatGPT and researchers' difficulty categories

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Case 02

		General difficulties - researches											
		Teacher level					Student level						
		01 Metod	02 Pedagogical	03 Emotional	04 School Enviroment		05 Metod	06 Emotional		07 Scocial			
G e n e r a l D i f f i c u l t i e s C h a t G P T	01 Cognitive Developmen		RS1					RS6 RS7 RS8	CHS1 CHS2	RS9		RS10	
	02 Motivational Differences		RS1 RS2					RS6 RS7 RS8		RS9	CHS3		CHS3
	03 Skill Diversity		RS1 RS2	CHS4				RS5 RS6 RS7		RS9		RS10	
	04 Classroom Management			CH5 CH6	RS3		RS4						
	05 Time Constraints		CHS7	CH7	RS3		RS4		RS5 RS6 RS7	CH7	RS9		RS10
	06 Resource Limitations			RS2	CHS8	RS3							
	07 Assessment Alignment		CHS9	RS2	CHS9	RS3							
	08 Teacher Training		CHS10			RS3							

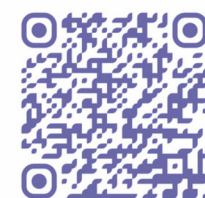
Case 03



What processes are implicated in the human-generative AI collaborative interaction for designing educational applications?



מחקר משותף עם מכללת תל חי
ד"ר דרור שני



●●● What processes are implicated in the human-generative AI collaborative interaction for designing educational applications?

1. Specification of GenAI output

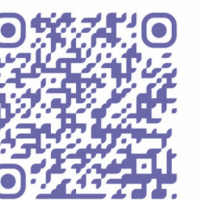
- ChatGPT's generic suggestions were adapted to specific app requirements

2. Synthesis of GenAI output

- ChatGPT's suggestions were linked to each other and to other theoretical grounds

3. Negation of GenAI output

- ChatGPT's suggestions were altered or completely negated



effective

Efficiency and Effectiveness of Training for Teachers' Pedagogical Digital Competence

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