

Generative AI for in-class review

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Research
question

**(How) does incorporating generative AI
in student-created review problems
impact student learning compared to
traditional worksheets?**

Methodology

Group 1

Group-created review problems
(with solutions)

Use of generative AI (eg ChatGPT)
encouraged

Group reflection on use of AI

Individual reflection

Group 2

Traditional worksheet with review
problems

Contribute to shared class solution
file.

Individual reflection

Pre- and post-test

Learning benefits: active learning and collaboration

- Active learning through problem-creation
- Peer learning
- Collaboration skills and social skills
- Communication skills
- Critical thinking



Results



Comparing pre- and post-test scores



Each group improved



No significant difference in learning improvement between the groups



Student experience?



Group reflections on use of generative AI - group 1: mixed experiences

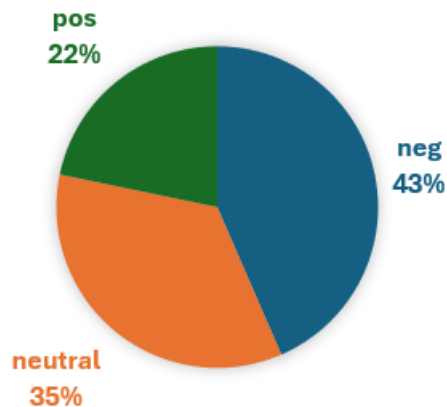
Positive experiences:

- Helpful explanations
- Ability to generate examples
- AI's response to students' input on level of difficulty required

Negative experiences/concerns: accuracy and reliability:

- Incorrect examples, example mismatch
- Wrong explanations
- Too generic or simplistic

Lack of true grasp of the concepts



Individual reflections



Content-centered (which test to apply, better understanding of the significance of different tests)



Group dynamics: collaborating with others, communicating within the group; challenges



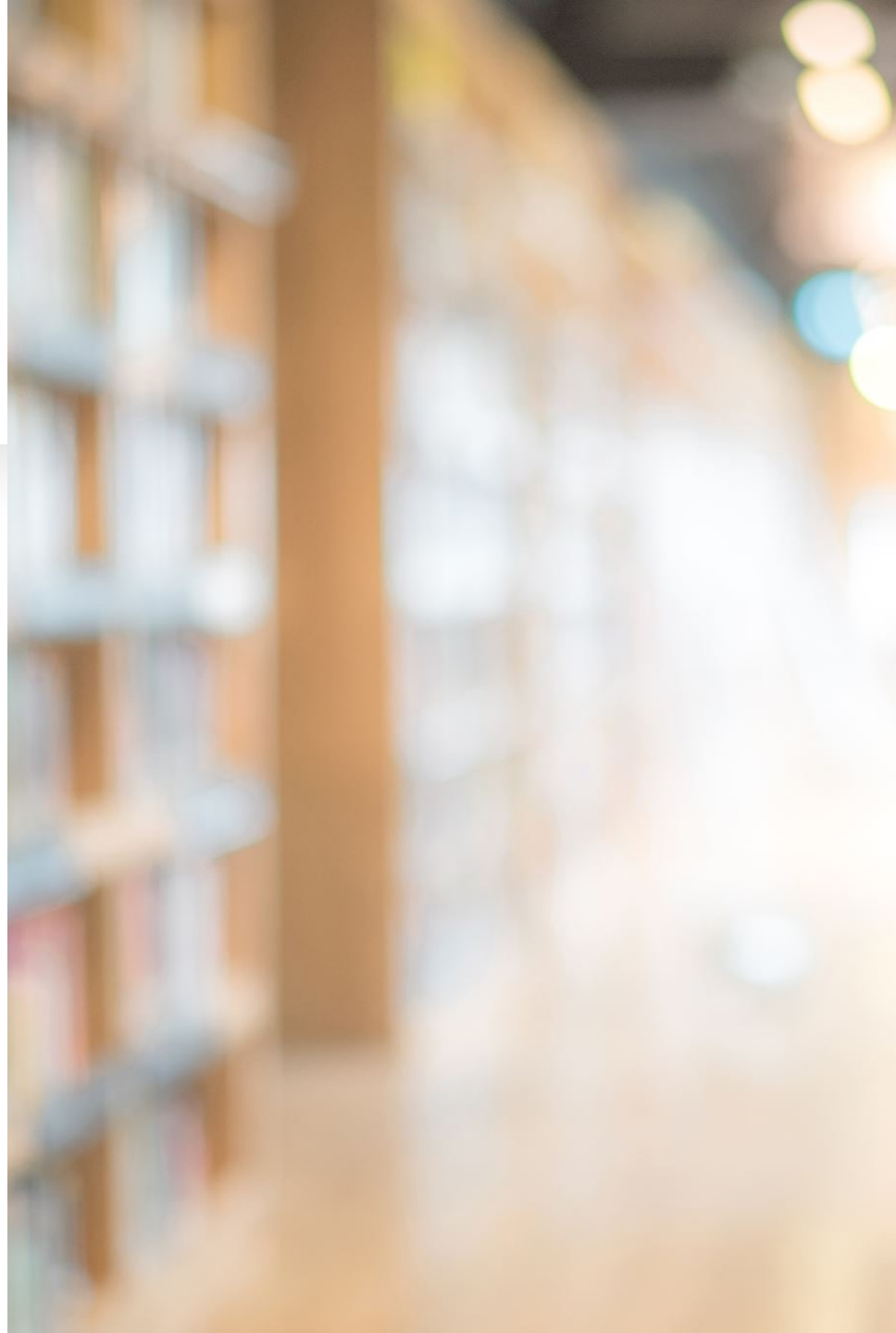
Learning from others: from the solutions shared by the other groups, or the explanations of the groupmates



Self-assessment on their own understanding of the topic

Conclusion/lessons learnt

- Incorporating AI tools in the classroom: need for guidelines and examples
- Groupwork is a useful tool for reviewing
- Impact of peer learning on student experience





Thank you for your time!

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