

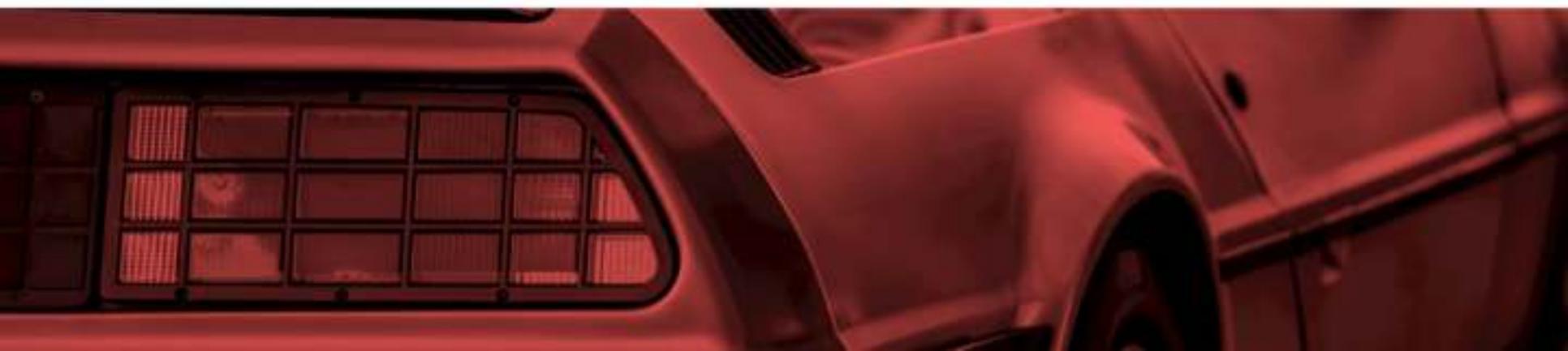


INTERDISZIPLINÄRE BILDUNG - DIE KUNST DES VERNETZTEN LERNENS

Not another AI love song?

Was Schule neben Game Changern und Cutting Edge wirklich braucht.

Thomas Strasser | thomas.strasser@schule.at | [@bildungshipster](https://www.instagram.com/bildungshipster)



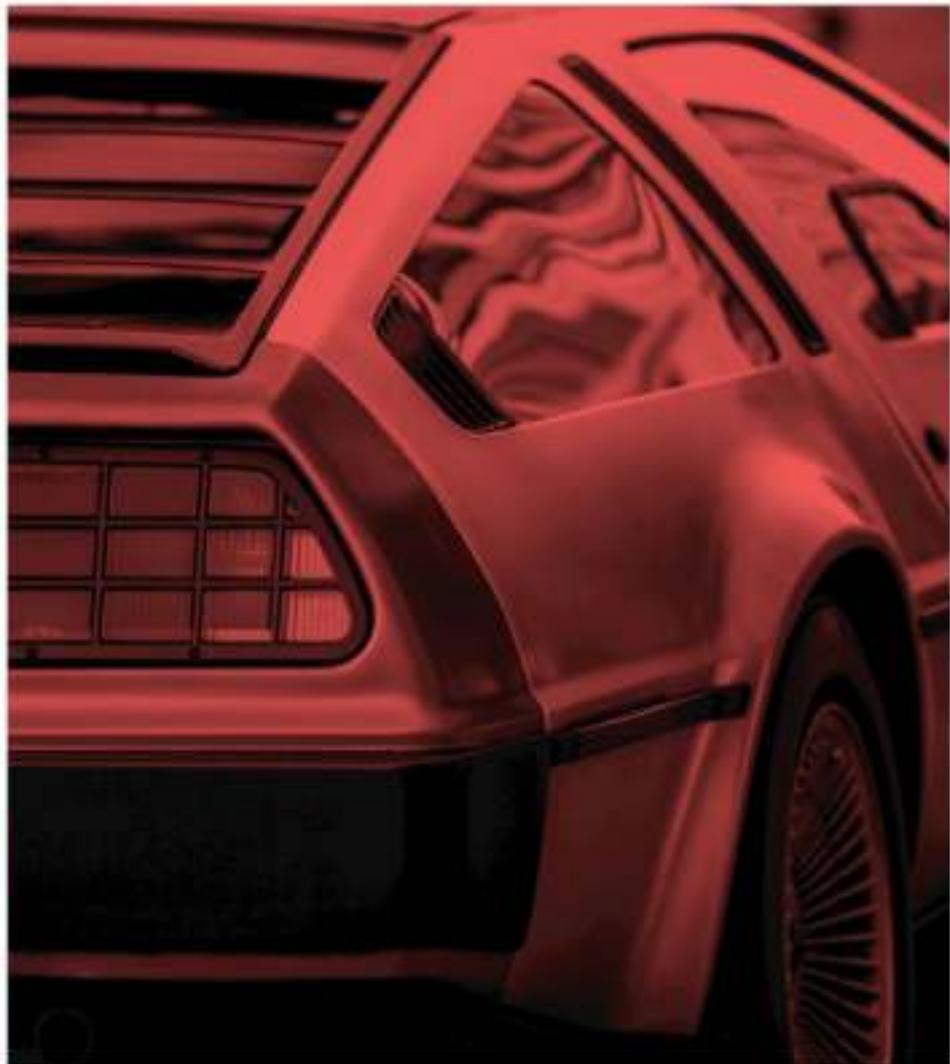






A man's face is partially obscured by a large, billowing cloud of white smoke or steam. The entire image is overlaid with a semi-transparent red color. In the center, the word "Wow!" is written in a bold, white, sans-serif font, enclosed within a dark red rectangular box.

Wow!



Der Film in 30 Sekunden.

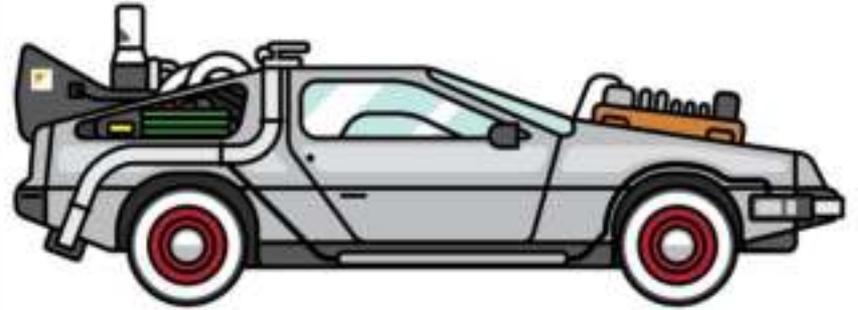






Foto: Wikipedia.

“ Wenn meine Kalkulationen korrekt sind und dieses Baby fährt 180 Sachen die Stunde, dann kannst du einen Superknüller erleben. ”

Dr. Emmett Brown (aus: Zurück in die Zukunft)

Und täglich grüßt das **Murmeltier.**



"Wenn Sie nicht sofort Tool XY einsetzen, werden Sie für immer zurückfallen."



Game Changer Nummer 2343



Technokraten



WTF Terminologien

Fluxkompensator,
ChatGPT,
Generative AI



"Kein Stein bleibt mehr auf dem anderen ..."

GÄHN.



Warum gerade
jetzt?







AP photo

Elementary school teachers picket against use of calculators in grade school
The teachers feel if students use calculators too early, they won't learn math concepts

Math teachers protest against calculator use

By JILL LAWRENCE

"My older kids don't pay any grade," he said. "Teachers are

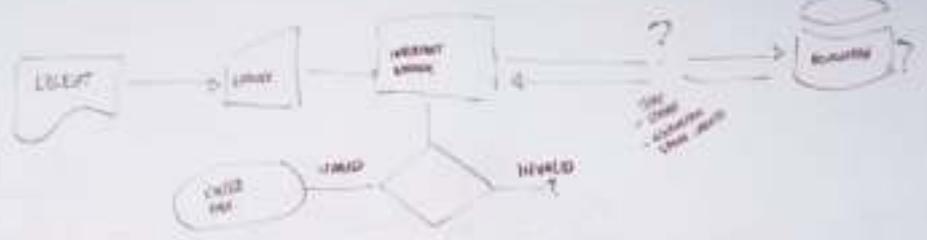


Same, same ... not different.

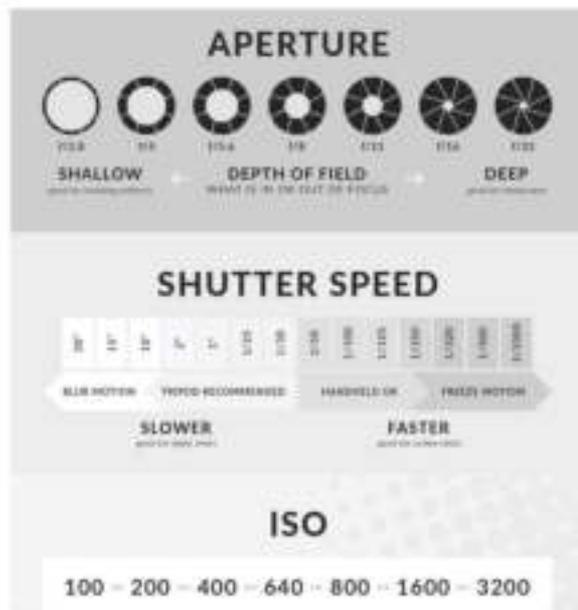
Eine Zeitreise der
rekurrierenden Argumente.

	KI/ChatGPT (2023)	Zurück in die Zukunft (1985)	Taschenrechner (1967)
Game Changer	✓	✓	✓
Techno- Vokabular	✓	✓	✓
Technokratie	✓	✓	✓

Definition von Wow?



Beispiele Beautiful.ai



Beautiful Infographic

This infographic uses a clean, minimalist design with pops of color to clearly visualize data.



Modern Presentation Template

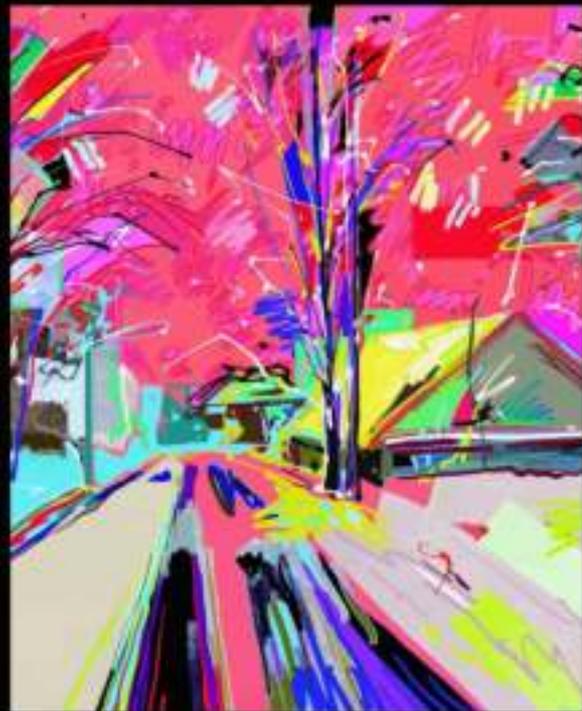
The sleek gradients and large font in this presentation template create an elegant, contemporary look.



Vibrant Dashboard

The vivid colors and intuitive layout in this dashboard make complex data easy to digest.

Midjourney **Automatisierte Bildgeneratoren**



Kunstwerke



Futuristische Städte



Mystische Landschaften



Midjourney prompt:
<ein Lehrer in trendiger
Kleidung, der ein
hyperrealistisches Selfie
macht, GoPro-Kamera, der mit
einem KI-Roboter durch das
Brandenburger Tor läuft ar 16:9
v 5.1 style raw>



Potenziale



Caption KI-basierter Video/Audioübersetzer.



Kurzvideos



Reels

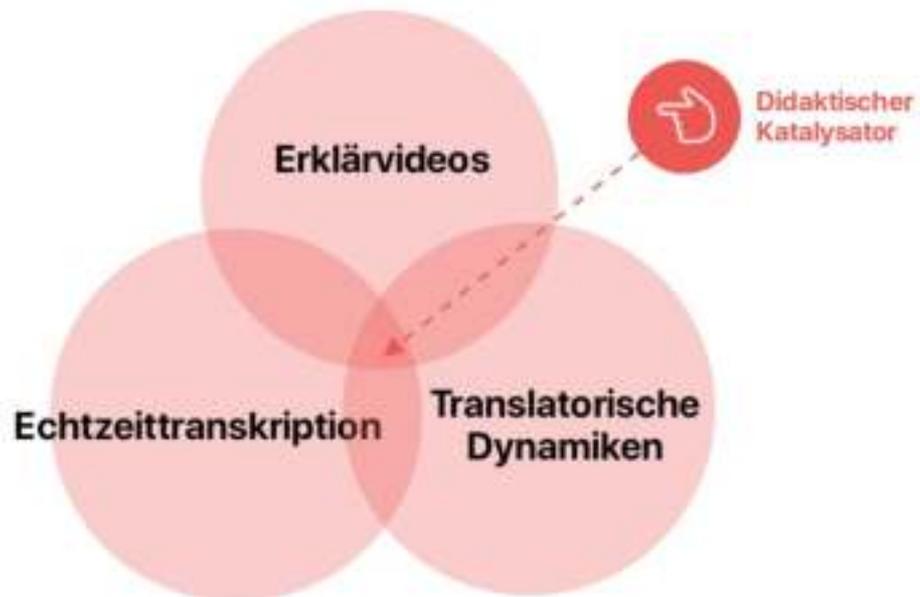


Lehrvideos





Potenziale





A man's face is partially obscured by a large, billowing cloud of white smoke or steam. The entire image is overlaid with a semi-transparent red color. In the center, the word "Wow!" is written in a large, bold, white sans-serif font, enclosed within a dark red rectangular box.

Wow!



Wäh!

[umgangssprachlich für nicht gut]

The AI prompt was salmon in the river. So majestic.



Found on Twitter (X)



“German A(I)ngst.”

*das immer währende Vorurteil

<https://www.youtube.com/shorts/GHLFYkVr>
pJ8



Haltung im Kontext KI.



Historisch-empirische Zusammenschau.

Mentalität des Lehrender hat großen Einfluss

Hanisch (1992)

Professionelles Wissen ein Zeichen von Haltung

Weinert & Helmke (1996)

Haltung oftmals ethisch-philosophisch

Krumbach (2008)

A close-up photograph of a hand tearing a piece of white paper. The paper is split into two pieces. The top piece, held by the hand, has the word "GOOD" written on it in dark ink. The bottom piece, which is being pulled away, has the word "BAD" written on it. The background is a plain, light-colored surface. A semi-transparent grey rectangular box is overlaid on the center of the image, containing white text.

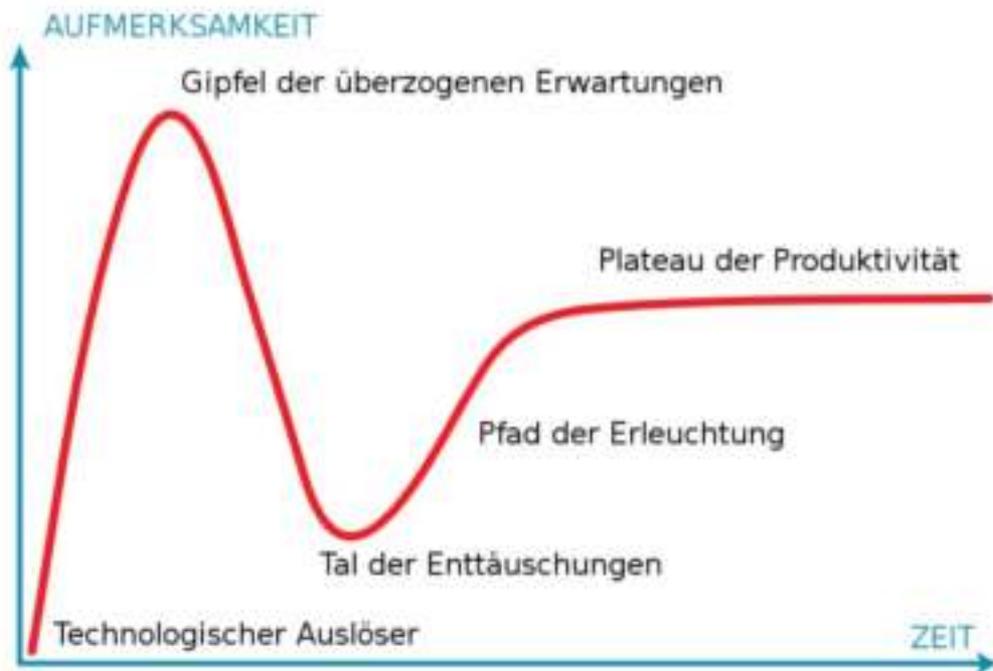
Weniger s/w-Malerei

mehr professionell-pädagogische Haltung.

Hype-Cycle Theorie
(Gartner 2020)

Das Plateau der Produktivität.

als Indikator einer
professionellen Haltung?



• <https://de.wikipedia.org/wiki/Hype-Zyklus>



Clubgänger > Game Changer

IN DA CLUB.



MEET: DER TÜRSTEHER

„Du kommst mir hier nicht rein“



AKA

Laggards (Rogers 1962), Antagonisten (Dueck 2013),
Skeptiker (Honegger 2016)

IN DA CLUB.



MEET: BRAND- SCHUTZ BEAUFTRAGTER

„Nicht sooooo schnell.“



AKA

Early Majority (Rogers 1962), Open Minds (Dueck 2013),
Pragmatics (Honegger 2016)

IN DA CLUB.



MEET:
DER TREUE FAN.

„Da simma dabei!“

50 %

Innovationspotenzial

AKA

Early Adopters (Rogers 1962), Protagonisten (Dueck 2013), Visionaires (Honegger 2016).

IN DA CLUB.

MEET:
DER DJ.

„Remixen, Trends setzen.“



Innovationspotenzial

AKA

Innovateurs (Rogers 1962), Protagonisten (Dueck 2013),
Enthusiasts (Honegger 2016).

The image features a white background with a red border. On the right side, there is a gold-rimmed plate containing several almonds. More almonds are scattered on the white surface around the plate. The text is positioned on the left side of the image.

Wissenschaft > Wow.

Haltung im Zeitalter der Digitalität

A silhouette of a person standing on a hill under a red-hued starry sky. The person is positioned in the lower center of the frame, looking up at the sky. The sky is filled with numerous small stars, and a prominent band of stars, likely the Milky Way, stretches across the upper portion of the image. The overall color palette is dominated by dark reds and blacks, creating a dramatic and contemplative atmosphere.

**Beobachtbarkeit des
positiven Effekts.**



Schwache KIs, starke Performanz? Form und Wirkung von KI-gestützten Erklärvideos im Englischgrammatikunterricht der Sekundarstufe I

Thomas Strasser¹

The primary goal of this contribution is to show to what extent certain grammatical skills of lower secondary English learners can be improved by using AI-powered visualizer tools compared to only analogue, teacher-centered grammar introduction processes.

The items to be investigated were syllabus-specific grammar topics (past simple vs. present perfect simple). The focus group was exposed to AI-powered visualizer tools and the control group received analogue teacher input. The quantitative measurement method found that the focus groups did not achieve a significantly better test score in the post-test than the control groups, who received analogue teaching input under almost identical conditions. However, the evaluated data suggest that especially learners with a lower language level (based on C-test measurements) achieved a significantly better result in the post-tests after the AI-video exposition than those learners with a similarly low language level who received the analog teacher input.

A

ANNEHMEN

des wechselseitigen
Mensch-Maschine-
Diskurses

Menschen interagieren mit
der KI (u. a. ChatGPT) und
reflektieren/produzieren
digitale Artefakte

ChatGPT wird als dialogische
und dynamische Anwendung im
wechselseitigen Mensch-
Maschine-Diskurs genutzt.

C

CRITICAL THINKING

bzw. Kritisches
Hinterfragen
von Daten

Von der KI produzierte digitale
Artefakte können nicht automatisch
für bare Münze genommen werden.

Allgemeine bzw. hinterfragenswerte
Inhalte werden für die jeweilige
Sequenz vom Lernenden angepasst
und auf ethische Kompatibilität
geprüft.

E

ERKENNEN

der Erklärpotenziale
von KI

KI-basierte Dialogsysteme sowie
Visualisierungs- und Schreib-
assistenten unterstützen bei
Entscheidungsfindungsprozessen.

KI-Visualizern (u. a. Midjourney)
oder Chatbots werden eingesetzt,
um Kontexte und komplexe
Sachverhalte zu verstehen.¹

The last of a generation







Substitution vs. Augmentation

***“machine usefulness’,
which emphasizes
the ability of
computers to
augment human
capabilities”***

Acemoglu & Johnson 2023

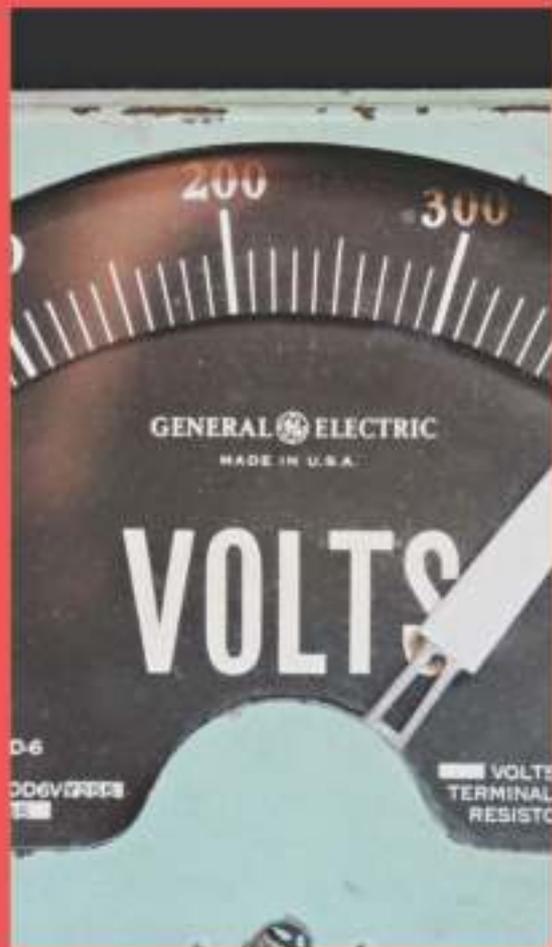




Foto: Wikipedia.

“ Wenn meine Kalkulationen korrekt sind und dieses Baby fährt 180 Sachen die Stunde, dann kannst du einen Superknüller erleben. ”

Dr. Emmett Brown (aus: Zurück in die Zukunft)



Dr. Brown als Sinnbild der **Bildungswelt***?



	Technokratie	Wissenschaft	Schule
"korrekte Kalkulationen"			
"180 Sachen/Stunde"			
"Superknüller"			

*mächtiger Begriff, mit Vorsicht zu genießen



Game Changer.



Feuerwerke.

Lehrender UND KI

Klare Rollen im Unterricht.

Lehrende

1:1 Kommunikation

Empathie

Menschliche Interaktion

Kontextspezifische Planung

Klassenzimmermanagement

Verankerung wissenschaftlicher

Agenden in der Praxis

Bildungsprojekte

KI

Personalisierter Inhalt

Performanzdaten kontinuierlich analysieren

Lehrende werden über Bedarfe der Lernenden informiert

Automatisiertes basale Feedback

Basale Benotungsperformanzen

Monotoner Drill = mehr Zeit für Interaktion (Klassenzimmer)



10 Controversial Things I Believe About AI That I Shouldn't Say Out Loud

Having an open mind is a superpower but at some point, one has to start living

12 HRS AGO · ALBERTO ROMERO

5. Throughout history, many technological innovations have indisputably improved the world from the onset; I think generative AI (understood as AI systems intended to create data of some kind) is not one of them. So far, it is being used mostly for trivial tasks (e.g., cheat on homework, do marketing copy) and that probably won't change anytime soon because humans won't change.

8. Everyone who hypes AI to some extent — companies, researchers, journalists, influencers, bloggers like me — has a vested interest (e.g., personal, professional, financial, reputational) in the hype existing as an end in itself. This applies just as well, or even more, to anti-hypers.

10. AI enthusiasts live in an echo chamber: Most people don't care about AI. Most people won't ever care about AI, not even once it is ubiquitously integrated into their daily lives or once AGI is achieved and it redefines society's rules.





{thx}

Thomas Strasser | Hochschulprofessor | Univ.-Lektor |
Mag. Dr. | Pädagogische Hochschule Wien.

 bildungshipster.online

 [@bildungshipster](https://twitter.com/bildungshipster)

 thomas.strasser@phwien.ac.at

References

References

- Blume, C. (2020). Games people (don't) play: An analysis of pre-service EFL teachers' behaviors and beliefs regarding digital game-based language learning. *Computer Assisted Language Learning*, 33(1-2), 109-132. <https://doi.org/10.1080/09588221.2018.1552599>
- Hayward, C., & Fishman, B. (2020). Gameful Learning: Designing with Motivation in Mind. 6/2020, *International Society of the Learning Sciences Proceedings*, 1007-1018.
- Ibrahim, K. (2017). The Impact of Ecological Factors on Game-Based L2 Practice and Learning. *Foreign Language Annals*, 50(3), 533-546. <https://doi.org/10.1111/flan.12278>
- Reinhardt, J. (2019). *Gameful second and foreign language teaching and learning*. Springer Berlin Heidelberg.
- Schmidt, T. (2015, December 11). MALL meets Gamification – Möglichkeiten und Grenzen neuer (digitaler) Zugänge zum Fremdsprachenlernen. https://www.uni-potsdam.de/fileadmin/projects/felf/documents/Folien_Keynote%20Torben_Schmidt.pdf
- Schmidt, T., & Strasser, T. (2022). Artificial Intelligence in Foreign Language Learning and Teaching. A CALL for Intelligent Practice. *Anglistik*, 33(1), 165-184. <https://doi.org/10.33675/ANGL/2022/1/14>
- Schönbächler, E., Himpf-Gutermann, K., & Strasser, T. (2023). Vom Chat zum Check. Informationskompetenz mit ChatGPT steigern. *Medienimpulse*, 67(1), 51 Seiten. <https://doi.org/10.21243/mi-01-23-18>
- Strasser, T. (2023a). Digital tools in foreign language teaching and learning: educational applications. In N. Pachler & A. Redondo (Eds.), *Teaching Foreign Languages in the Secondary School – a Practical Guide*. 3rd revised edition (p. NN). Routledge.
- Strasser, T. (2023b). ELT in the Digital Age. We Have Come a Long Way. *AAA-Arbeiten Aus Anglistik Und Amerikanistik*, NN.
- Strasser, T. (2023c). Narrow AI-powered Visualization Facilitation Tools in Foreign Language Learning: A visual approach promoting equal opportunities in foreign language grammar teaching. In C. Burkholder, J. Schwab-Cartes, & F. Aladejebi (Eds.), *Facilitating Visual Socialities: Enacting Ethical Practices in Visual Research Facilitation* (p. NN). Palgrave & Macmillan.
- Strasser, T. (2023d). Not another Chat-GPT love song!? Warum der Chatbot nur ein Puzzleteil in der Diskussion ist. *Forum8D Magazin*. <https://magazin.forumbd.de/lehren-und-lernen/not-another-chatgpt-love-song/>
- Strasser, Thomas. (2023). Schwache KIs, starke Performanz? Form und Wirkung von KI-gestützten Erklärvideos im Englischgrammatikunterricht der Unterstufe. *Zeitschrift Für Fremdsprachenforschung, ZFF Themenheft: Digitalisierung*, NN.