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- writing stimulates the brain more than typing
- students need to think and plan before they start writing (≠ typing : they can reorganize ideas and sentences later)
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It is true that / It must be acknowledged that ...

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§7-8 = Problems for students and teachers

- Students = are not used to writing anymore
- Teachers = need to change / adapt assignments

Difficult to read and grade handwritten essays

BUT it's better than reading sth written by an AI

§9-10 = Conclusion

STILL / YET, the journalist holds his ground

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- When Nietzsche switched from pen to typewriter, his style changed and became somewhat simpler, which had an impact on his arguments.
- So, humans must not let themselves be dominated by technology.

- **WRAP-UP (bilan)**

To conclude

At the end of the day

All in all

The upshot is

The bottom line is

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The bottom line is

In short, the journalist believes that, even though technology is gaining ground, there is much to be gained from reverting to handwritten essays.

OR

All in all, the journalist shows that there are still ways for humans not to be overtaken by AI/Technology.

OR

To conclude, the article suggests that essay-writing still has a bright future ahead, if teachers know how to adapt.

- **INTRODUCTION :** The sudden arrival of ChatGPT a few years ago revolutionized many fields, and education is no exception. This is what this article taken from the *Washington Post* and published in December 2022 is about. The journalist explains why switching back to handwritten essays could be a solution against the misuse of AI by students.
- **SUMMARY**

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Transition : BUT / HOWEVER

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§9-10 = Conclusion

- When Nietzsche switched from pen to typewriter, his style changed and became somewhat simpler, which had an impact on his arguments.
- So, humans must not let themselves be dominated by technology.

WRAP-UP SENTENCE (“bilan”) : In short, the journalist believes that, while technology is gaining ground, there is much to be gained from reverting to handwritten essays.

C) Commentary – Find some points in the article that are worth commenting on, using the method described on pages 3 to 7 of your “*Livret de colles*”.

Imagine a student asking, “Why did the Roman Empire fall so suddenly?” or “Could black holes actually be portals to other parts of the universe?” A teacher might say, “That’s a great question—I’m curious too. Want to try asking Claude and see what it comes up with?” Or, “That’s beyond the scope of our textbook, but it’s worth digging into. Let’s do a little AI-powered investigation.”

Time, Apr 17, 2025



20 ways to use ChatGPT in the classroom



1 Use it as a more complex source of information than Google.



2 Use it to provide students access to lots of good examples.



3 Use it to remix student work.



4 Ask it for definitions (on a variety of levels).



5 Ask it for feedback for student work.



6 Ask it to do some teacher tasks for you.



7 Add it to the "think pair share" thinking routine.



8 Grade the bot.



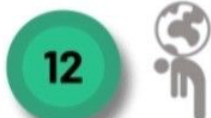
9 Debate the bot.



10 Ask the bot for advice.



11 Use it to summarize texts.



12 Use it for insight into big, difficult-to-solve problems.



13 Ask ChatGPT to write your lesson plans.



14 Anticipate the response you'd expect from AI.



15 Take several responses and make a better product.



16 Create personalized learning experiences.



17 Provide tutoring or coaching.



18 Generate prompts and questions to facilitate discussions.



19 Provide information and answer questions.



20 Supplement in-person instruction.



DITCH THAT TEXTBOOK

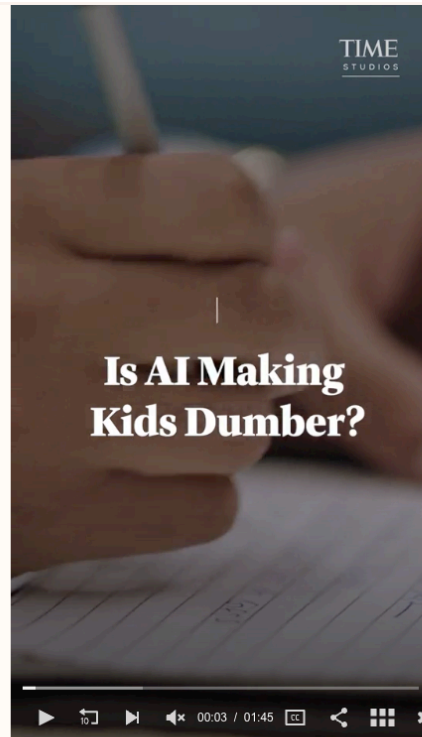
Get an overview of ChatGPT in the classroom at ditchthattextbook.com/ai.
Infographic by Matt Miller (@jmattmiller / DitchThatTextbook.com)

APR 17, 2025 1:05 PM CET

The Real Reason Why Students Are Using AI to Avoid Learning

IDEAS AI

by Catherine Goetze
CONTRIBUTOR
Contributor

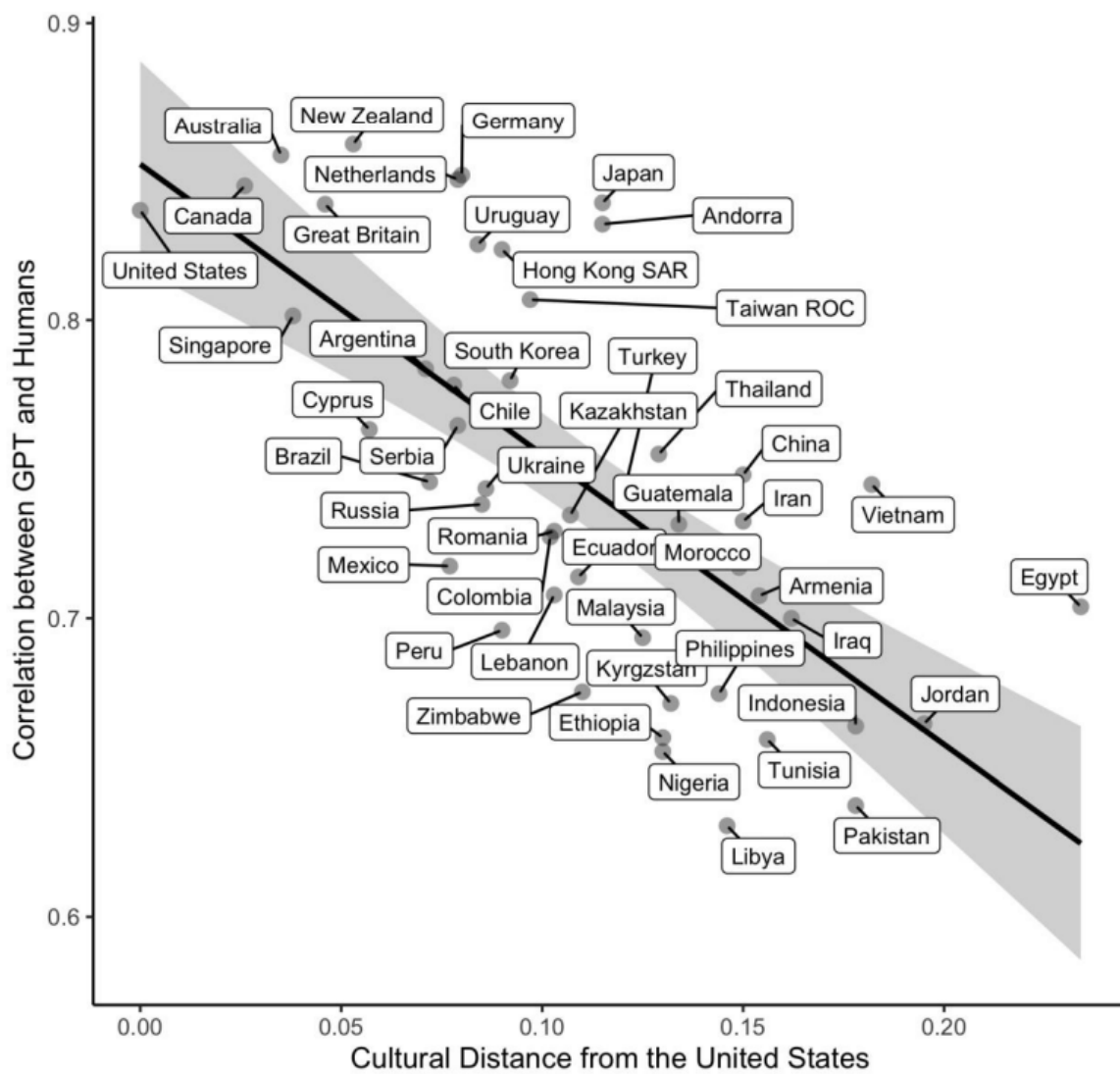


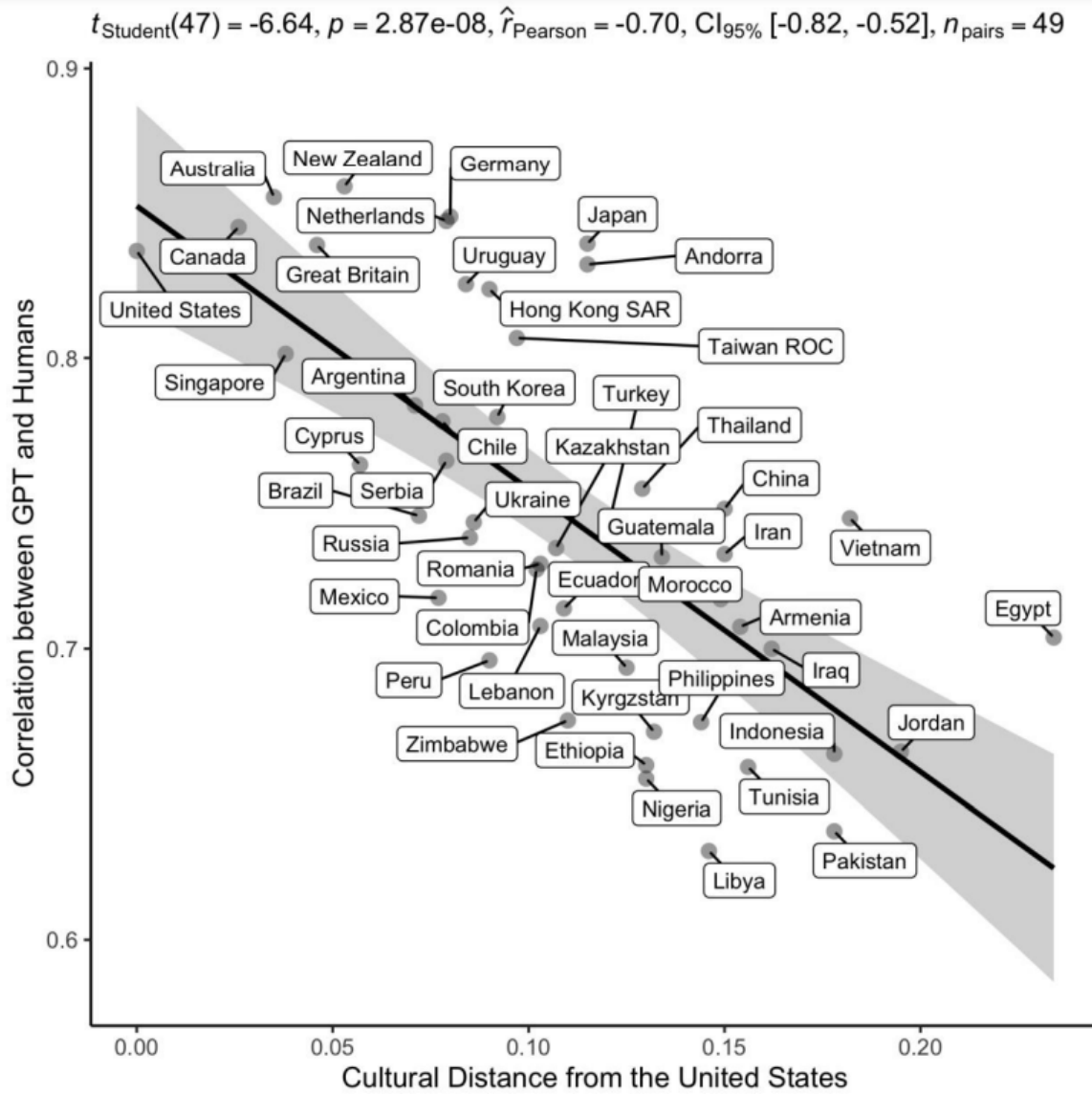
“I feel like I’m getting dumber.”

The confession hung in the air between us, startling in its honesty. My sister—a college senior at the University of Wisconsin–Madison and one of the most hard-working people I know—wasn’t joking. We were sitting at the kitchen table late one night, sipping tea, when she said it. She stared into her mug. “AI is replacing my critical thinking skills,” she admitted quietly. “I know it’s not ideal, but it’s so tempting.”

<https://time.com/7276807/why-students-using-ai-avoid-learning/>

$t_{\text{Student}}(47) = -6.64, p = 2.87\text{e-}08, \hat{r}_{\text{Pearson}} = -0.70, \text{CI}_{95\%} [-0.82, -0.52], n_{\text{pairs}} = 49$





Horizontal axis (X): "Cultural distance" from the United States. The further a country is to the right, the more its culture differs from that of the United States according to certain measurable criteria (values, social norms, institutions, etc.).

Vertical axis (Y): The correlation between GPT and human cognitive performance in each country. The higher the value, the more similar the AI and humans from that country perform.

THE “WEIRD BIAS”

- Weird / wɪəd/ = very strange, bizarre
- W.E.I.R.D. = Western, Educated, Industrialized, Rich, and Democratic.

What is the WEIRD bias?

A paper “Which Humans?” reveals a significant oversight in how AI researchers compare the performance of large language models (LLMs) to “humans.” The authors show that these “humans” are actually from a narrow subset of WEIRD (**Western, Educated, Industrialized, Rich, and Democratic**) societies.

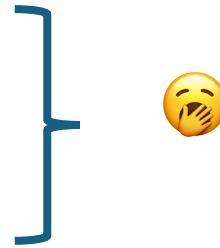
As LLM performance declines rapidly when moving away from WEIRD populations, this WEIRD bias has profound implications for teachers. When AI systems are touted as “human-like,” the reality is they only represent a small slice of human diversity.

Teachers must critically examine claims about AI’s “human-level” capabilities and understand the nuances of the populations they represent. By reading “Which Humans?,” we can better navigate the biases and limitations of AI tools, ensuring more inclusive and equitable educational practices.

<https://aiadvisoryboards.wordpress.com/> , May 24th 2024

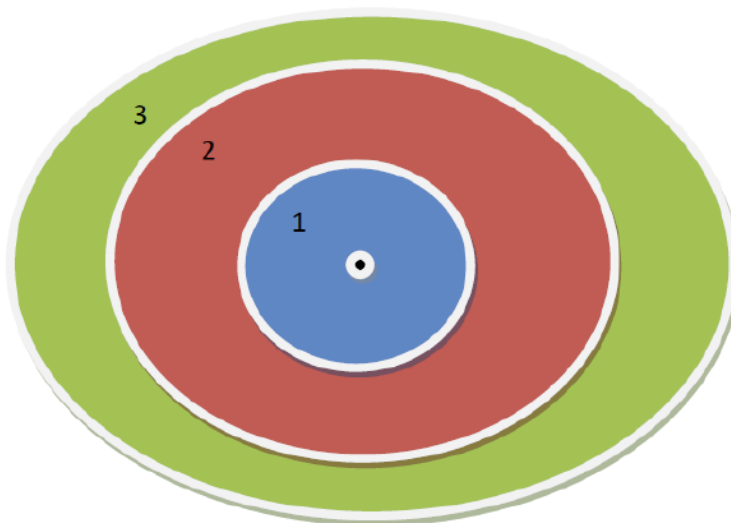
MAIN QUESTION (“PROBLEMATIQUE DU COMMENTAIRE”)

- ~~For or against handwritten essays~~
- ~~Pros and cons of handwritten essays~~
- ~~Pros and cons of AI~~



Ask a question at the beginning of your commentary, which you'll answer in the conclusion.

Start from the text and gradually move away from it.



● = TEXT

- 1- Discuss the Journalist's arguments
- 2- Add personal information
- 3- Broaden perspectives

MAIN QUESTIONS :

Should humans keep trying to fight the uses of the technology they have themselves created, or rather adapt to them?

Wouldn't it be better to teach students how to use AI, than forbid it ?

Will AI replace the creativity of the human brain or will it complete it ?

Is it possible to reduce the impact of AI in today's world or is it too late?

How can school still be useful and efficient as AI programs evolve?

Should education respond to AI advancement through retreat to pre-digital methods, or through teaching students to critically and ethically engage with these new tools?

Should humans keep trying to fight the uses of the technology they have themselves created, or rather adapt to them? 👍

Wouldn't it be better to teach students how to use AI, than forbid it? ✓

Will AI replace the creativity of the human brain or will it complete it? ✓

Is it possible to reduce the impact of AI in today's world or is it too late? ✓

How can school still be useful and efficient as AI programs evolve? ✓

~~Should education respond to AI advancement through retreat to pre-digital methods, or through teaching students to critically and ethically engage with these new tools?~~ ✗ (Claude → too wordy and convoluted) 😭