# Use of generative AI in student activities and development of soft skills

## Searching for information

Soft skills: Critical thinking; Information management; Ús de les TIC

**It entails reflecting on the risks posed by AI: students must be clearly told that results must always be checked against other reliable sources, and recommendations of some such sources must be provided.**

It requires students to receive training on how to interact with generative AI tools using natural language: prompting.

It can be helpful when searching for information and contents on a specific topic.

## Generating and sorting ideas

Soft skills: Creativity; Communication; Information management

**It entails teaching students about the risks of generating false or unreliable information.**

Some tools can help sort students' own contents and, therefore, put their own ideas in order.

As well as being useful in the creative process as part of a specific activity, it can help with writer's block, for example by facilitating brainstorming.

## Creating posters, infographics or presentations

By suggesting a script as a starting point, it can serve as an assistant when first defining the structure of an infographic or poster on a particular topic.

Some tools enable users to create slides for presentations.

Image-generation tools can provide students with visual resources to enrich or illustrate their work with examples.

**It entails encouraging a responsible use of AI (ethics and copyright).**

Soft skills: Use of ICT; Creativity; Communication

## Question-based learning

Teaching staff can prepare activities based on methods such as question-based learning whose resolution can involve the use of AI by students as an additional tool.

**It helps bring teaching closer to the real world by questioning the AI tool and checking the resulting dialogue.**

Soft skills: Creativity; Critical thinking; Communication

## Encouraging collaboration

Teachers can set team assignments based on methods such as problem-based learning.

Students can discuss the answers provided by the AI tool, and either correct its results or use them to solve a challenge or create a new group activity.

**It requires active collaboration in order to maximize the benefits of the AI tool and reduce any potential information biases.**

Soft skills: Communication; Critical thinking; Teamwork

## Critically reviewing, correcting and presenting results

AI-generated results can be reviewed by students. This can involve checking the accuracy of the information obtained against alternative sources, making any necessary corrections, improving the answer and presenting results.

**It gives students the necessary tools and skills to verify AI-generated results, which also helps them develop their critical thinking.**

Soft skills: Communication; Critical thinking

## Tasks to reflect on the personal learning process

Soft skills: Learning to learn

**It requires metacognitive work by students through the use of AI.**

They help students examine new information and resources on a given topic independently.

Students can reflect on, among other things, what they have learned from doing the assignment, the tools they have used and how they have used them, and any areas of improvement for similar tasks they may have identified.

Tools such as ChatGPT can help solve certain problems or exercises by explaining the processes carried out.