

Generative AI Text Tools and Applications

Brief Description

An overview of the types of generative artificial intelligence (AI) text-based tools available, along with potential uses for these tools in a teaching and learning context.

Introduction

ChatGPT has garnered a lot of attention in recent news around what's next for higher education—but did you know that there are other generative AI text tools with [pedagogical possibilities](#)? In this guide, we introduce you to other tools to support learning and teaching in your instructional context.

What are the main categories of generative AI text-based tools?

According to [this curated list](#), there are several types of generative AI text tools, including chatbots (like [ChatGPT](#) and [its extensions](#)), search engines, and writing assistants, that can be used within and outside academia. Below are some (free!) tools and ideas for potential use by faculty and/or students:

[Character.AI](#) (Multiple languages) — Chat with constructed characters (or build their own) for general conversation or something more specific, like language learning. This tool features stock characters (like Character Assistant or Learning Partner) and even famous individuals (like Socrates or Oprah Winfrey).

Potential use: Developing classroom activities for active learning and critical inquiry, especially if the course content addresses *problem-making*, *problem-setting*, or *problem-solving*—save time on writing case studies or scenarios for classroom activities, as well as formative or summative assessments

Potential use: Reflecting on pedagogy and engaging in thought partnership around course design and materials—upload your syllabus or diversity statement for some initial feedback around your inclusive teaching practices

[Consensus](#) (English only) — Think *Google Scholar* meets *Twitter* to “ask a question, get conclusion from research papers”. When asking a close-ended (yes/no) question, turn on the “Synthesize” button, and find out what the consensus is across select academic papers.

Potential use: Researching content—provide this as an option for students to research academic sources for assignments

[Explainpaper](#) (English only) — Upload an academic paper and highlight any text to get an explanation. There are limitations with figures, graphics, and illustrations.

Potential use: Understanding content across disciplines—suggest this tool for students who come from other academic fields with different research and writing norms.

Conclusion

If your immediate reaction to generative AI text tools is to think of it as an adversary in education, consider the ways in which the tools can be used to [empower learning](#) and advance [equity and inclusion](#) for students.

Recommended Reading

Dietz, Lauri and Jennifer Keys. "[Exploring the Pedagogical Possibilities of GenerativeAI.](#)" *Searle Center for Advancing Learning and Teaching Guide*. [PDF](#)

Dietz, Lauri. "[Heuristic for Designing Learning Experiences with Generative AI.](#)" *Searle Center for Advancing Learning and Teaching Guide*. [PDF](#)

Nerantzi, Chrissi. (2023). "[Creating a Collection of Creative Ideas to Use AI in Education.](#)" February 2.

References

Eberly Center for Teaching Excellence and Educational Innovation, Carnegie Mellon University. "AI Tools (ChatGPT) FAQ, 4. What equity and inclusion considerations should I be thinking about?" [Link](#)

Ouyang, Fan and Jiao Pencheng. (2021). "Artificial intelligence in education: The three paradigms." *Computers and Education: Artificial Intelligence, Volume 2*. [Link](#)

How to Cite this Guide

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