

**Chatbot inclusion
in a pedagogical
scenario: initial
feedback on use
and effectiveness**

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- I. Context
- II. Research question
- III. Results, take-aways & limitations
- IV. Links with literature
- V. Open questions, follow-ups & structured discussion
- VI. Conclusion

I. Context – pedagogical scenario

- BA course on China and Economics
- Elective course
- SHS program
- 90 minutes (2 ECTS)
- 80 students enrolled
- Teacher missing session 2 (conflict with pedagogical conference...)



Can I use Gen AI to replace me?
(*digital naive* question...)

I. Context – Teacher-curated chatbot

- Teacher curated chatbot, what does it mean? How was it done?
- Why on ChatGPT instead of Co-pilot or any other Gen(AI) tool?

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Politique chinoise contemporaine

● Actif · [Quiconque avec un lien](#)

Dernière modification le 7 oct. ...

Partager
Mettre à jour

Créer
Configurer

Base de connaissances

Les conversations avec votre GPT peuvent révéler une partie ou la totalité des fichiers chargés.

CI Comment Xi Jinping ...

PDF

LM Lénigme du pouvoir ...

PDF

LM De Mao aux ambitio...

PDF

PSP Le système politique...

PDF

EPFL CwC02 Chine 101...

PDF

Charger les fichiers

Modèle recommandé ?

Recommandez un modèle à l'utilisateur, à utiliser par défaut pour des résultats optimaux.

GPT-4o
v

Fonctionnalités

- Recherche sur le Web
- Canevas
- Génération d'images
- Interpréteur de code & analyse de données ?

Actions

Aperçu
Modèle 4o v

Politique chinoise contemporaine

✓ Utilisation du modèle recommandé par le créateur : GPT-4o

Bot éducatif sur le système politique chinois contemporain

Quels sont les rôles clés du Parti communiste...

Comment Deng Xiaoping a-t-il transformé la...

Quelle est la structure politique actuelle de la...

Quels ont été les dirigeants les plus influents depuis...

+
Poser une question

II. Research question

RQ: Does the inclusion of an teacher-curated chatbot into a pedagogical scenario constitutes a **meaningful** and **effective** alternative to traditional teacher-led instruction in the event of a one-time absence?

➤ **Effectiveness** – Chatbot as

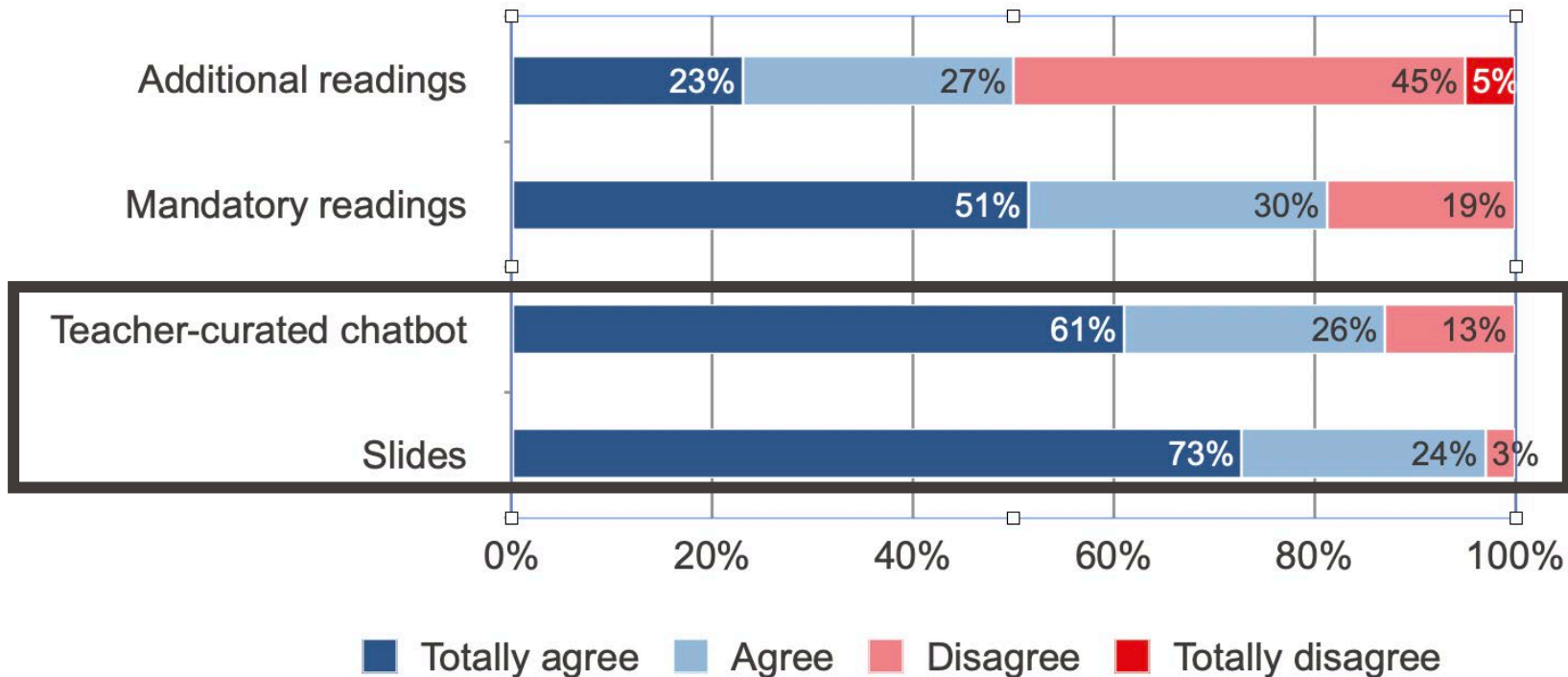
- Learning support – Does it support learning compared to other pedagogical material?
- Motivational tool – Does it increase the interest in the taught topic?

➤ **Meaningfulness**

- Trust – Do students trust more a curated-chatbot compared to a standalone one?

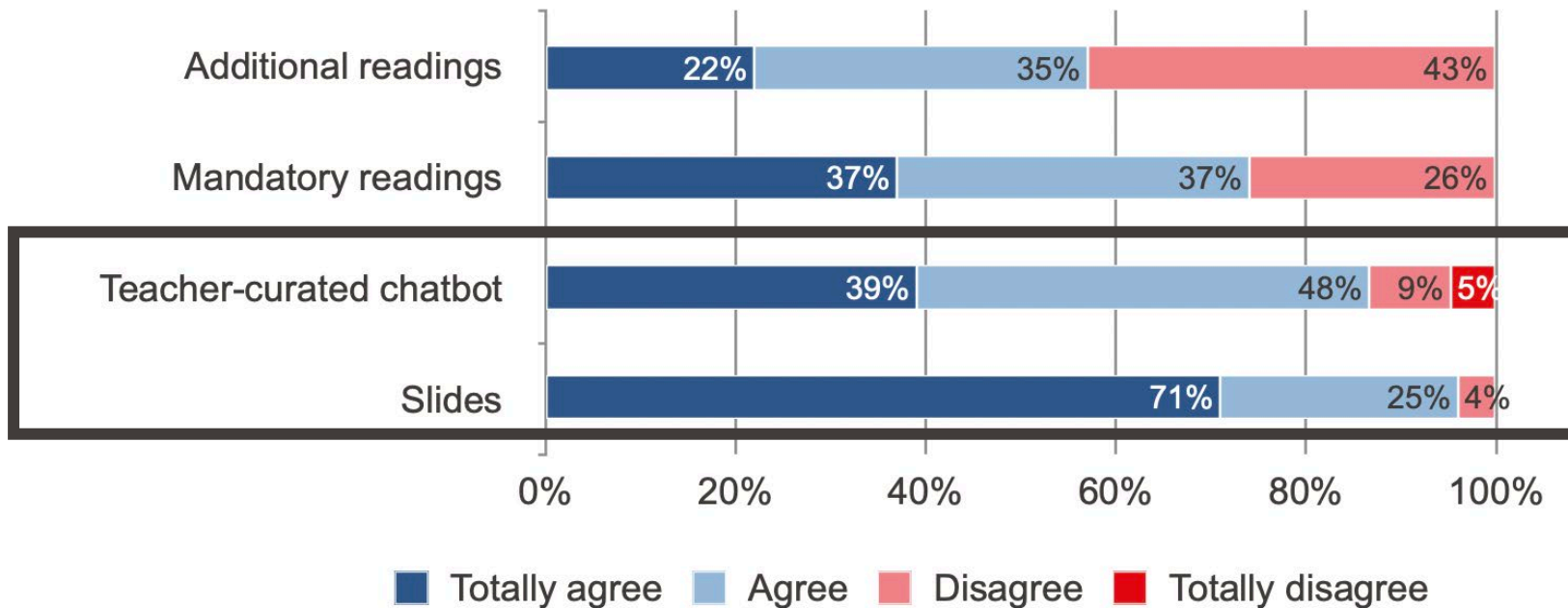
III. Results (1/3)

Effectiveness - Helped my learning

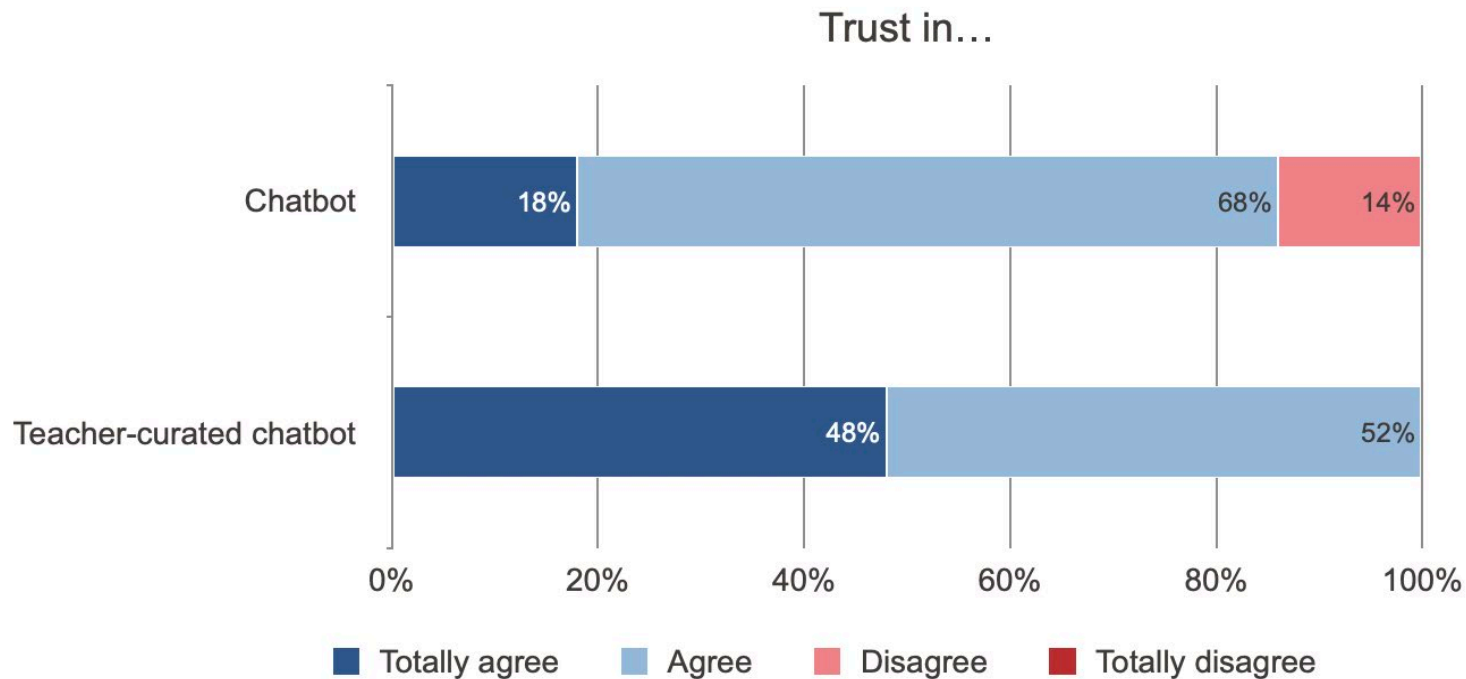


III. Results (2/3)

Effectiveness - Increased my interest



III. Results (3/3)



III. Formative assessment - Quiz

- Match the dates with some of the key moments in recent Chinese political history
- Link leaders to their period in power
- How many political parties are there in China?
- What do you think of this excerpt from Deng's 1992 lectures?
- Match the different plenary sessions with the topics generally covered during each one
- This photograph was taken at the moment of the handover of power between Hu Jintao and Xi Jinping. What does it inspire in you?
- What do you think of this scene filmed during the Party Congress in 2022 (make sure you have full width)?
- What do you think of this business card, collected during a visit to the Foxconn factory in Shenzhen in 2017?
- **Formulate a question related to the Chinese political system and compare the answers given by ChatGTP, DeepSeek and Apertus. Write a brief analysis (1-2 paragraphs) based on this comparison**



III. Formative assessment - Quiz

- Any interesting answers from the formative assessment?
 - Statistics
 - 42 started the quiz, 31 completed the quiz (out of 80 students registered)
 - No student did the quiz during the course's slot

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 - Statistics
 - 42 started the quiz, 31 completed the quiz (out of 80 students registered)
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 - Questions to 3 LLMs
 - **Type of questions:** elections, influence of politics on AI, gender in politics, people satisfaction, chronology/salience of political events, defaults, prospective, comparative, multiparty, individual freedom
 - **Quality of analysis:** rather interesting (but did some students use a chatbot to compare the answers?) descriptions, comparisons, statement of personal opinion on biases, tone analysis

III. Early take-aways & limitations

- **Limitations:**
 - Single trial (<30 respondents to the questionnaire)
 - Specific case → very limited generalization
- **Early take-aways:**
 - Chatbot perceived as helpful for learning
 - Some effect on interest
 - Trust is higher when chatbot is teacher-curated
- **Meta-reflection:**
 - Helps remember to have learning outcomes in mind for a particular session

IV. Links with literature

- Rapidly growing but conceptually fragmented field (McGrath & al. 2024)
- Experimentation with novel AI technologies while gathering and critically evaluating evidence (Yan & al. 2025)
- Promotion of complex critical thinking skills (Suriano & al., 2025) but requires active engagement (?)

V. Some open questions...

- Risk/cost vs opportunity
 - Risk: Lack of transparency about chatbot
 - Cost: Time investment
 - Opportunity: What's the added value for the teacher?
- Can the integration of a chatbot sustain **learning** and **interest** in the **long run**?
- What is the (marginal) gain in adding a chatbot with respect to traditional material (readings, quiz, videos, etc.)? Learning outcomes remain the same.

...and potential follow-ups

- **Similar** use case (i.e., one-time absence):
 - Effect on learning – can one measure an improvement on learning?
 - Use of chatbot – how did the students actually interact with the chatbot and which practices are productive?
 - Chatbot as substitute to other learning material (no more readings or slides) – how effective and motivational can a “sole-chatbot scenario” be?
 - Comparison teacher vs. non-teacher curation – what value does the curation bring?

- **Different** use case:
 - Train-chatbot (students train a chatbot – similar to create a WIKI?)

V. Structured discussion

- On study:
 - What's your reaction to these results?
 - Do you have similar experiences with a gen(AI) tool? How did you proceed?

- Beyond study:
 - What other pedagogical scenarios integrating chatbot can be thought of?
 - How do you use generative AI tools to support (your) teaching?
 - To what extent the institutional context influence the use of gen(AI) tools in courses?





Thank you for your attention.

Let's discuss !

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