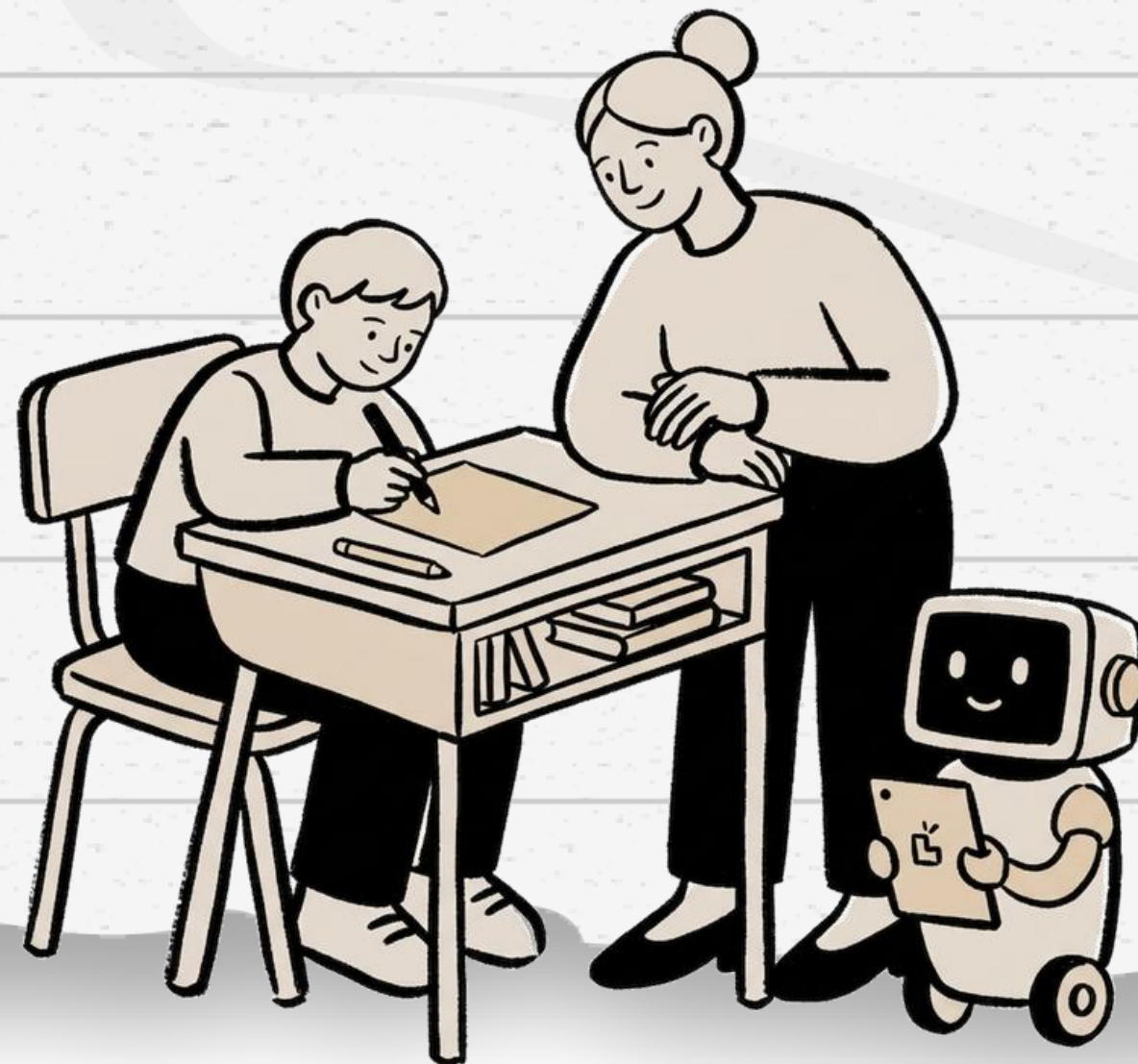


# DIGITALE DIDACTIEK & AI IN DE LES ENGELS

Hannes Pype – Howest EdHub



# WIE BEN IK?

## **Secundair onderwijs**

- Spes Nostra Kuurne – sinds 2003

*Engels & ICT CLIL*

## **Lector Howest School of Education**

- Lector digitale didactiek

## **Workshops, vormingen en varia**

- Workshops EdTech & AI voor secundair en lager onderwijs
- Auteur Engelse methodes (New Ace, Pelckmans)



HANNES.PYPPE@HOWEST.BE

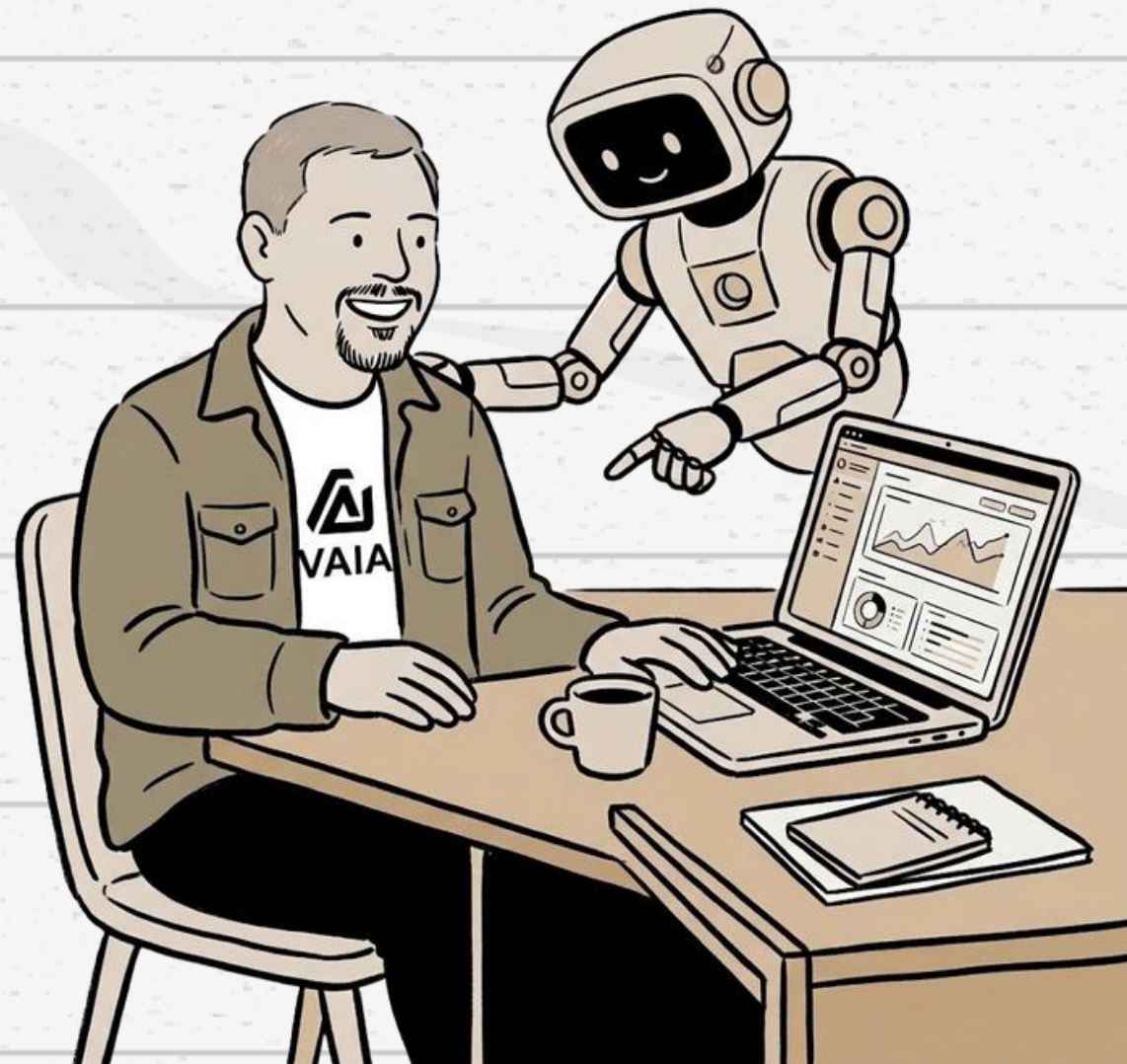


## NA DEZE SESSIE...

- ... heb je kennis gemaakt met enkele concrete voorbeelden van hoe je AI als leerkracht didactisch effectief kan inzetten
- ... heb je –hopelijk– inspiratie opgedaan om de transfer naar je eigen vak te maken
- ... besef je dat AI iets is dat bewust moet worden ingezet zodat het daadwerkelijk een toegevoegde waarde creëert.

# CHATBOTS ALS ASSISTENT

brainstormhulp & lesmateriaal maken

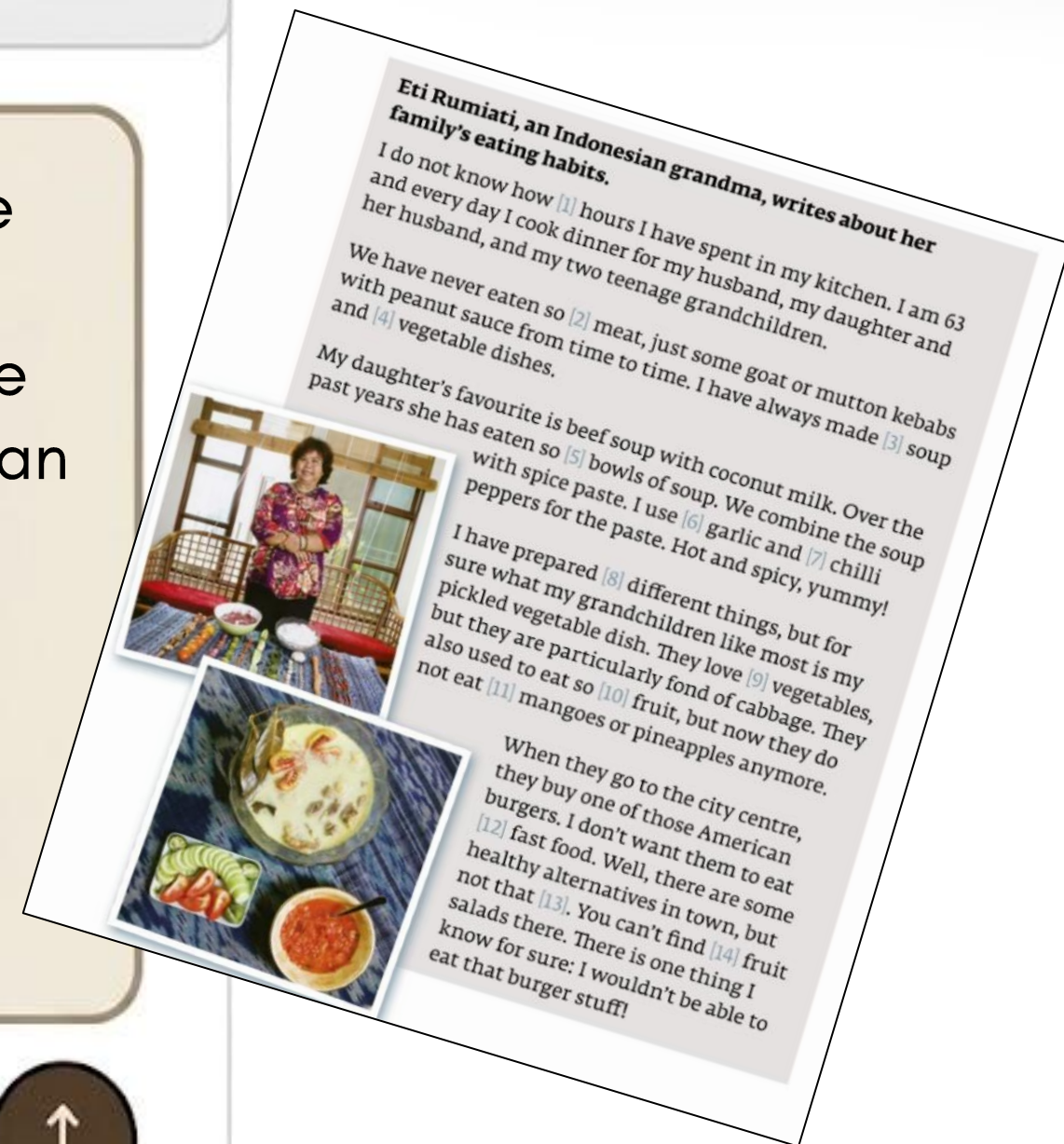


# BRAINSTORMHULP - VOORBEELDEN

chatbot

LK

I am a secondary school EFL teacher. This is an exercise my A2-B1 level students have to do to practise the theory on **much/many/a lot of**. Can you make a similar exercise in a continuous context, but shorter. I want to use this as an exit ticket. Make sure the formatting is that of a Bookwidgets gap-fill: <<correct answer>> or <<correct answer##alternative correct answer>>. Also make sure there is at least one instance of much/many after "so" and after "too" in the text.

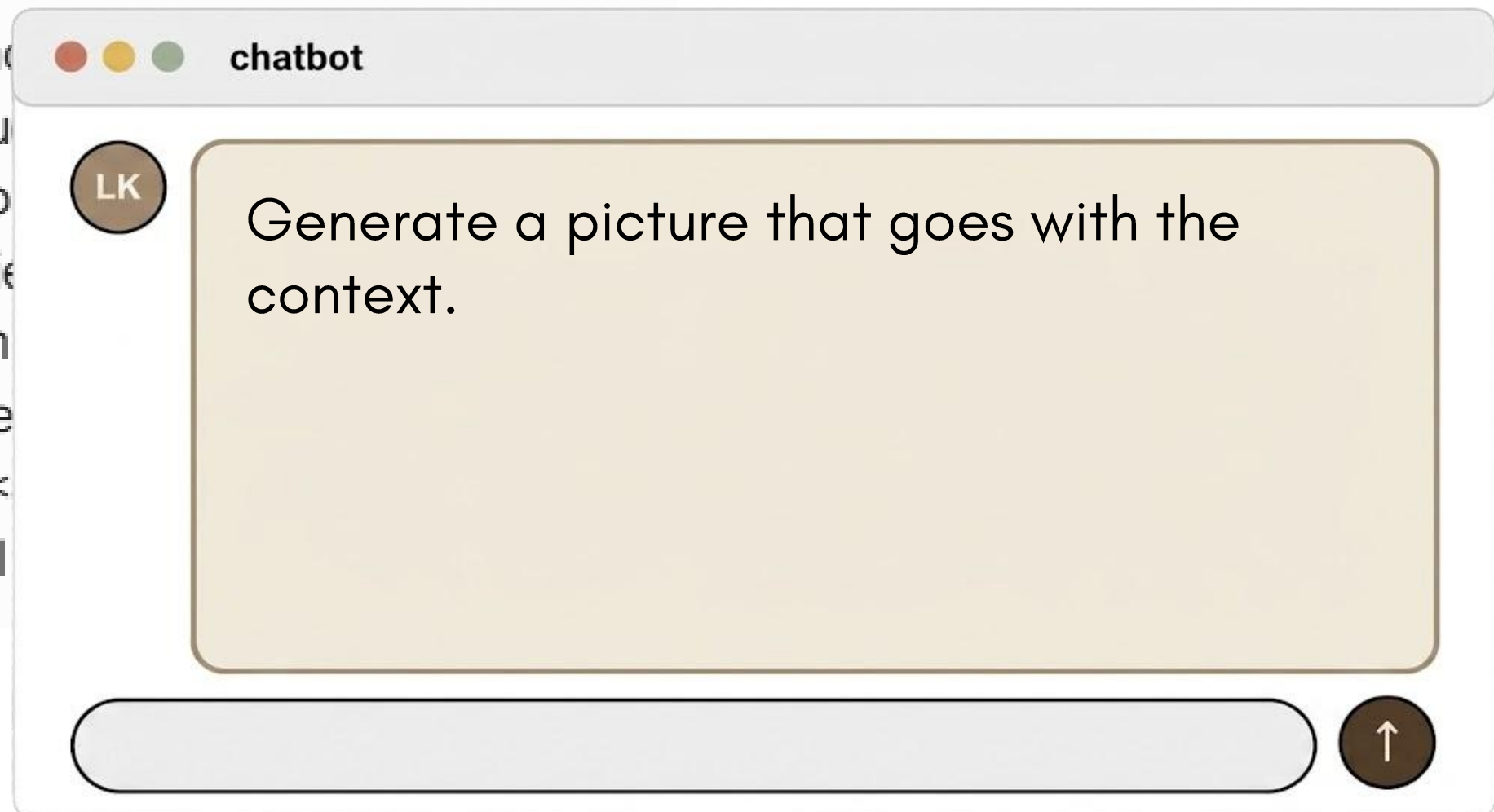


# BRAINSTORMHULP - VOORBEELDEN

## Quick Kitchen Check: Breakfast Edition

Here is a slightly adapted, longer version of the exercise that incorporates your request. Copy this into Bookwidgets:

I look at the clock and feel like crying—it's late and I have zero patience. I didn't have <<much>> coffee last night, so I didn't sleep well and I don't have <<much>> food left for breakfast. In the kitchen, I see that I don't have <<much##a lot of>> food left for breakfast. I see he is already eating; he always eats <<so much>> toast, so I'm really worried about him. I wanted eggs, but how <<many>> are left? I only see two, which is not enough. I can, however, see <<a lot of##lots of>> dirty dishes in the sink, so I'll have to wash them. I want <<many##a lot of>> plates to eat off of? I hope not. There is <<no>> juice in the jug, so I will just pour myself a glass and have a very small



# BRAINSTORMHULP - VOORBEELDEN

## Quick Kitchen Check: Breakfast Edition

Here is a slightly adapted, longer version of the exercise that incorporates your request. Copy this into Bookwidgets:

I look at the clock and feel like crying—it's late and I have zero patience! I probably drank <<too much>> coffee last night, so I didn't sleep well and I don't have <<much##a lot of>> food left for breakfast. My husband is already eating; he always eats <<so much>> toast, so I'm really worried there isn't a lot left for me. I wanted eggs, but how <<many>> are left? I only see two, which is disappointing. I also, however, see <<a lot of##lots of>> dirty dishes in the sink, so I'll have to wash some. I don't want <<many##a lot of>> plates to eat off of? I hope not. There is <<a lot of##lots of>> orange juice in the jug, so I will just pour myself a glass and have a very small breakfast.

chatbot

LK

Ge  
cor

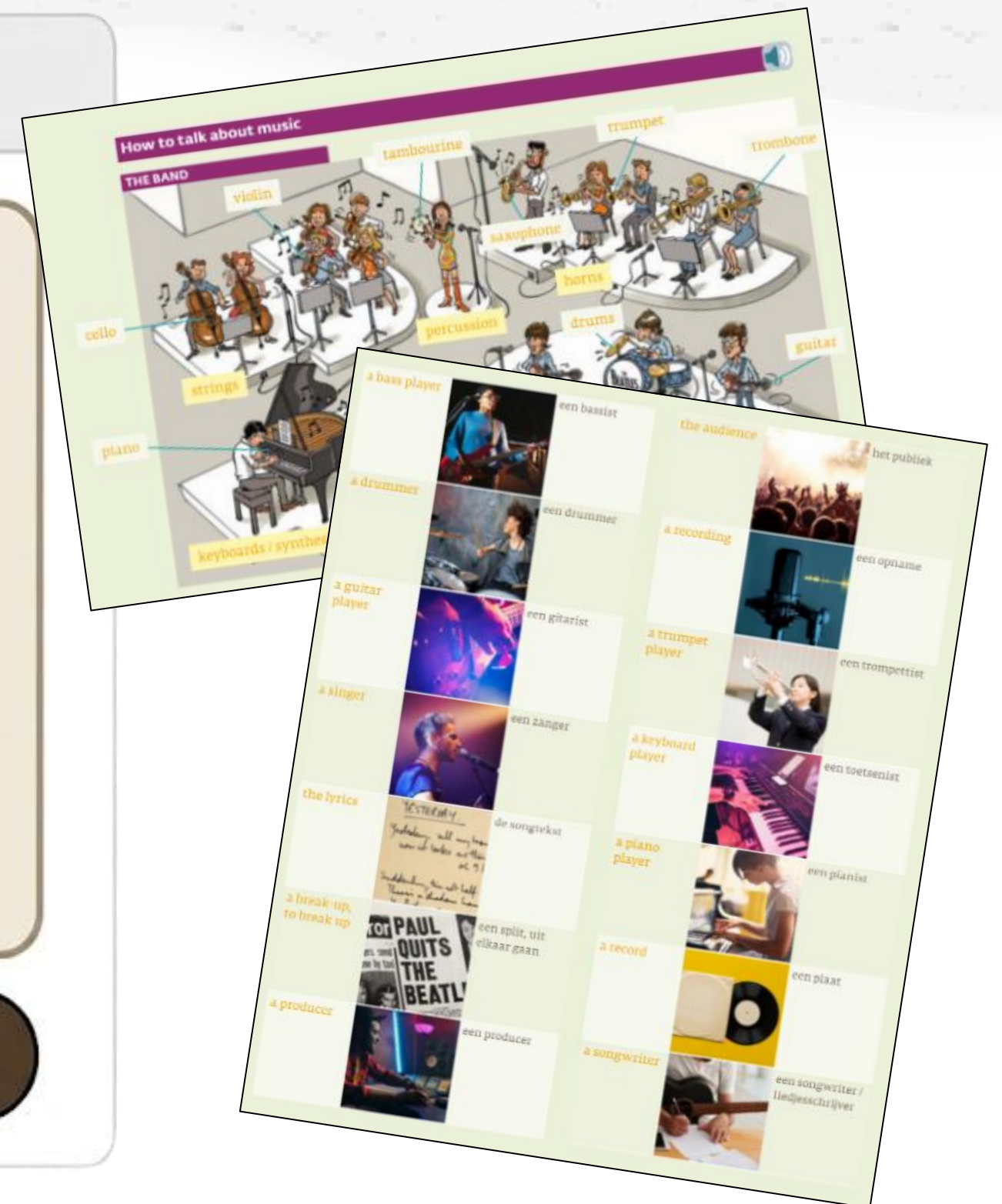


# BRAINSTORMHULP – VOORBEELDEN (2)

chatbot

LK

I am a secondary school English teacher. Here is a vocabulary list that contains a lot of transparent music vocab. I want to check how many of these words my students already know. Make an illustration of a band performing on stage in which as many of these words as possible are featured. The items used in the picture should be numbered (white circles with black numbers). Make sure each number is only featured once and there is a clear chronology (no skipped numbers).

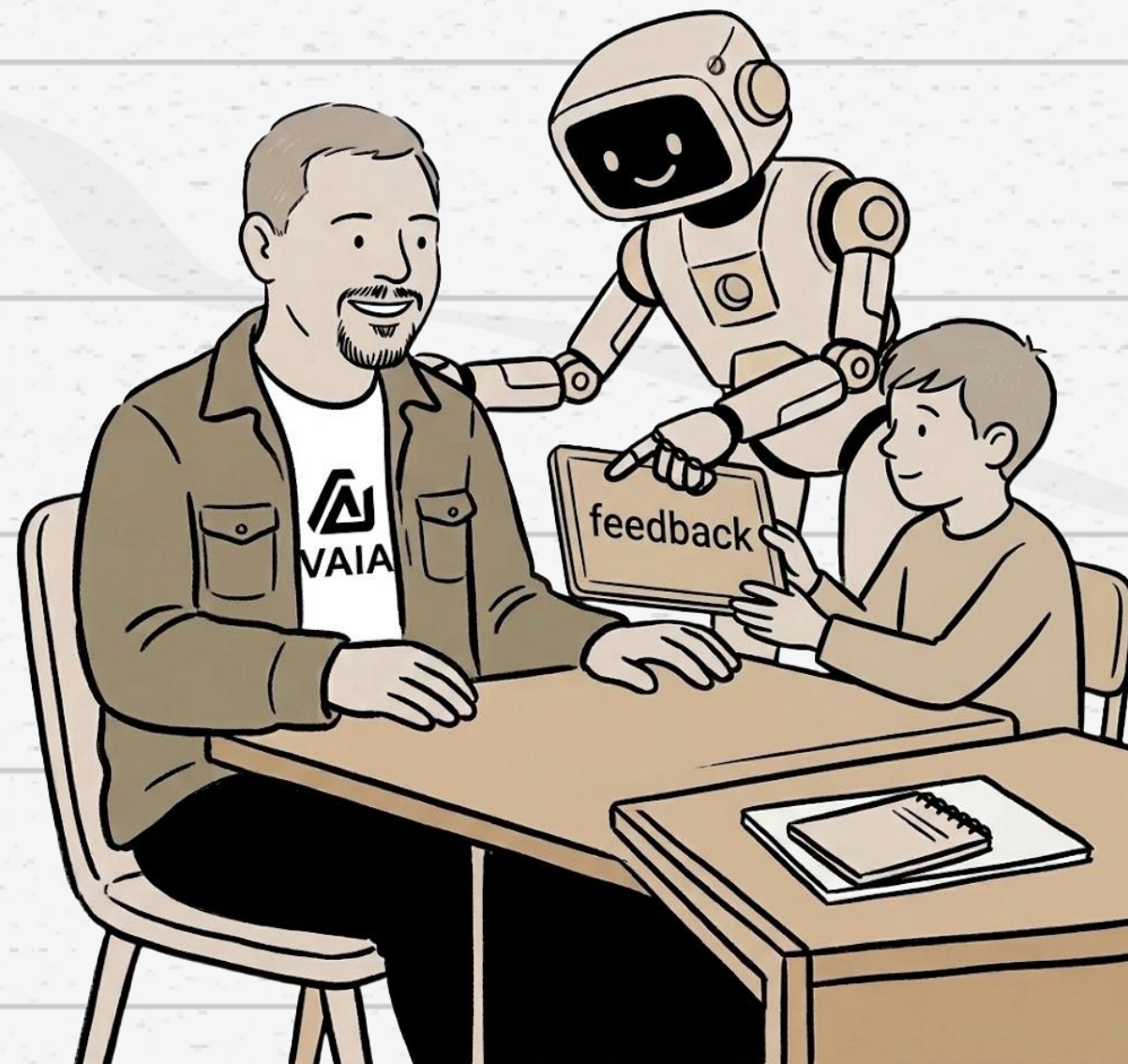






# FEEDBACKBOTS & STUDIEHULP

Feedbackbots, oefenen & remediëring



# WRITING FEEDBACK BOT

 Hannes Pype

English 4th form

StartGa naarVakkenLinksAfwezighedenBerichten3Planner



 Planner

 Course news

 Online lesson

 Documents

 Learning paths

 Weblinks

 Bookwidgets

 Uploadzone

 Collaborate

 Forum

 Library

 Pelckmans Portaal

 Course options

Documents

 Admin

Documenten > Unit 1

 **Language task**

 Snel wijzigen

 **BOB - feedback prompt**

 Snel wijzigen

**Use this prompt:**

I am a B1 level EFL student. I wrote a summary of the short animated film “Bob”. Can you check my grammar, spelling and syntax? Focus especially on spelling mistakes, correct use of vocabulary and correct use of past simple and past continuous. I also had to use linking words. Please check those as well.

If there are mistakes or remarks, do not just give the right answer but point me in the right direction so I can find the correct answer myself. Your feedback should be CEFR level A2 to B1. Be warm demanding. Do not give any feedback on contents (how accurate the film was summarised), only on the language aspects described above.

After I give you a second, corrected version, give feedback again. The second time, you can correct the mistakes yourself and give the correct answers.

HTML file - 1439 KiB - 2026-09-17 08:17

 **Little Red Riding Hood - alternative version feedback prompt**

 Snel wijzigen

Copypaste this prompt into an AI model (ChatGPT, Copilot, Gemini, ...) followed by your text.

*I am a B1 EFL student. I have written a paragraph that describes a part of a comic book page with an alternative version of Little Red Riding Hood. I did this to practise my past tenses (past simple, past continuous, past perfect (continuous)). Can you check if I have formed and used the tenses correctly? Focus mainly on tenses, but if there are other spelling or syntax mistakes, you can point them out at the end of the prompt.*

HTML file - 867 KiB - 2025-10-03 09:27

# WRITING FEEDBACK BOT

 Hannes Pype | English 4th form

Start | Ga naar | Vakken | Links | Afwezigheden | Berichten <sup>3</sup> | Planner |    

 Planner

 Course news

 Documenten  Unit 1

Documents

 Admin

 **BOB - feedback prompt**  Snel wijzigen**Use this prompt:**

I am a B1 level EFL student. I wrote a summary of the short animated film "Bob". Can you check my grammar, spelling and syntax? Focus especially on spelling mistakes, correct use of vocabulary and correct use of past simple and past continuous. I also had to use linking words. Please check those as well.

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After I give you a second, corrected version, give feedback again. The second time, you can correct the mistakes yourself and give the correct answers.

HTML file - 1439 KiB - 2026-09-17 08:17

 Forum

 Library

 Pelckmans Portaal

 Course options

 **Little Red Riding Hood - alternative version feedback prompt**  Snel wijzigen

Copypaste this prompt into an AI model (ChatGPT, Copilot, Gemini, ...) followed by your text.

*I am a B1 EFL student. I have written a paragraph that describes a part of a comic book page with an alternative version of Little Red Riding Hood. I did this to practise my past tenses (past simple, past continuous, past perfect (continuous)). Can you check if I have formed and used the tenses correctly? Focus mainly on tenses, but if there are other spelling or syntax mistakes, you can point them out at the end of the prompt.*

HTML file - 867 KiB - 2025-10-03 09:17

# WRITING FEEDBACK BOT

ChatGPT

Delen

Nieuwe chat

Gepland

Bibliotheek

Plug-ins

Verkennen

Projecten

Opleidingsvisie

Recent

Grammar feedback request

Buitenomgeving aankleden

Afbeelding aanpassen Dutch

Nieuwe illustratie ontwerpen

Lesdata chronologisch sorteren

Testresultaten verwijderen in Canvas

Opdrachtoomschrijving optimaliseren

Create Pocket Knife Image

Mail optimaliseren

I am a B1 level EFL student. I wrote a summary of the short animated film "Bob". Can you check my grammar, spelling and syntax? Focus especially on spelling mistakes, correct use of vocabulary and correct use of past simple and past continuous. I also had to use linking words. Please check those as well.

If there are mistakes or remarks, do not just give the right answer but point me in the right direction so I can find the correct answer myself. Your feedback should be CEFR level A2 to B1. Be warm demanding. Do not give any feedback on contents (how accurate the film was summarised), only on the language aspects described above.

After I give you a second, corrected version, give feedback again. The second time, you can correct the mistakes yourself and give the correct answers.

Of course! 😊 Please send me your summary of the short animated film *Bob*.

I will check your English at CEFR level B1, with special attention to:

- **Spelling:** Are all the words spelled correctly?
- **Vocabulary:** Have you chosen the right words and used them correctly?
- **Grammar and syntax:** Are your sentences grammatically correct and in the right word order?
- **Past simple and past continuous:** Have you used the correct tense in each situation?
- **Linking words:** Have you used linking words correctly to connect your ideas and make your text flow better?

ChatGPT een bericht sturen

Gemiddeld 4.0

# AI ALS STUDIEHULP

22

Complete the Darwin Award stories with the past simple of the verb.



A man [1 to steal] a lady's purse, [2 to run] away and [3 to climb] a wall. Unfortunately he [4 to fall] into a tiger's mouth. He didn't know it was the wall of a zoo...

1 ..... 3 .....

2 ..... 4 .....



After an accident, two men [1 to get] out of their damaged cars and [2 to begin] arguing. The argument [3 to grow] into a physical fight. They [4 to pull] each other into the lane of traffic. A lorry [5 to run] into the fighting men and [6 to kill] them both.

1 ..... 4 .....

2 ..... 5 .....

3 ..... 6 .....

22 Complete the Darwin Award stories with the past simple of the verb.



A man [1 to steal] a lady's purse, [2 to run] away and [3 to climb] a wall. Unfortunately, he [4 to fall] into a tiger's mouth. He didn't know it was the wall of a zoo...

1 ..... 3 .....  
2 ..... 4 .....



After an accident, two men [1 to get] out of their damaged cars and [2 to begin] arguing. The argument [3 to grow] into a physical fight. They [4 to pull] each other into the lane of traffic. A lorry [5 to run] into the fighting men and [6 to kill] them both.

1 ..... 4 .....  
2 ..... 5 .....  
3 ..... 6 .....

Do this exercise for me

can you do this exercise for me?

# AI ALS STUDIEHULP

Certainly. Here are the past simple forms for the verbs in the Darwin Award stories from the image.

## Story 1

1. **Stole** (from to steal)
  2. **Ran** (from to run)
  3. **Climbed** (from to climb)
  4. **Fell** (from to fall)
- 

## Story 2

1. **Got** (from to get)
2. **Began** (from to begin)
3. **Grew** (from to grow)
4. **Pulled** (from to pull)
5. **Ran** (from to run)
6. **Killed** (from to kill)

✗ CHEATGPT

✗ FOCUS OP PUNTEN

✗ COGNITIEF LUI

# AI ALS STUDIEHULP

22

**Complete the Darwin Award stories with the past simple of the verb.**



A man [1 to steal] a lady's purse, [2 to run] away and [3 to climb] a wall. Unfortunately, he [4 to fall] into a tiger's mouth. He didn't know it was the wall of a zoo...

1 stole 3 climbed  
2 turned 4 fell



After an accident, two men [1 to get] out of their damaged cars and [2 to begin] arguing. The argument [3 to grow] into a physical fight. They [4 to pull] each other into the lane of traffic. A lorry [5 to run] into the fighting men and [6 to kill] them both.

1 got 4 pulled  
2 began 5 ran  
3 grew 6 killed

 TUTOR

## LEREN UIT FOUTEN

## ZELFREGULATIE

# AI ALS STUDIEHULP

22

Complete the Darwin Award stories with the past simple of the verbs in brackets.



A man [1 to steal] a lady's r  
away and [3 to climb] a wa  
he [4 to fall] into a tiger's m  
know it was the wall of a z

1 stole 3  
2 turned 4



After an accident, two men got out of their damaged cars and started arguing. The argument [3] turned into a physical fight. They [4] ran into the lane of traffic. A car drove into the fighting men and killed both.

1 got ..... 4  
2 began ..... 5  
3 grew ..... 6

22

Complete the Darwin Award stories with the past simple of the verb.



A man [1 to steal] a lady's purse, [2 to run] away and [3 to climb] a wall. Unfortunately, he [4 to fall] into a tiger's mouth. He didn't know it was the wall of a zoo...

1 stole ..... 3 climbed .....  
2 turned ..... 4 fell .....



After an accident, two men (1 to get) out of their damaged cars and (2 to begin) arguing. The argument (3 to grow) into a physical fight. They (4 to pull) each other into the lane of traffic. A lorry (5 to run) into the fighting men and (6 to kill) them both.

1 got 4 pulled  
2 leg 5 ran  
3 grow killed

Can you give me feedback on this exercise?

Don't just give me the right answers but help me learn from my mistakes.

# AI ALS STUDIEHULP

22

Complete the Darwin Award stories with the past simple of the verb.



A man (1 to steal) a lady's purse, (2 to run) away and (3 to climb) a wall. Unfortunately, he (4 to fall) into a tiger's mouth. He didn't know it was the wall of a zoo...

stole ..... 3 climbed .....  
runned ..... 4 fell .....

It looks like you have a solid grasp of how the past simple works for most verbs, but you have tripped over one of the most common "trap" verbs in the English language.

Here is some feedback on your work:

## Story 1: The thief and the zoo

You did a great job with **stole**, **climbed**, and **fell**. These are all correct. However, there is one error in this section:

- **Number 2: "runned"**

The verb "to run" is an **irregular verb**. While many English verbs add "-ed" to the end to become past tense (like "climb" becoming "climbed"), irregular verbs change their form entirely.

- Think about the vowel sound in the middle. For "run," the "u" changes to an "a" in the past tense.

In an accident, two men (1 to get) out of their damaged cars and (2 to begin) arguing. The argument (3 to grow) into a physical fight. They (4 to pull) each other out of the lane of traffic. A lorry (5 to run) over the fighting men and (6 to kill) them.

got ..... 4 pulled .....  
argued ..... 5 ran .....  
run ..... 6 killed .....

# AI ALS STUDIEHULP

25

Look at the pictures. Read the speech bubbles. Study the grammar box. Use your red cover.

*We always celebrate Christmas in summer.*

*I'm enjoying a sunny day at the beach.*

*But I'm going to work really hard around Christmas time.*



*Right now, we're having fun with our friends.*



## Did you notice?

To talk about **routines**, we use the **present simple**.

In summer, boys usually **wear** a pair of shorts.

To talk about **actions** going on (right) **now**, we use the **present continuous**.

Today, she **is wearing** a pair of jeans.

To talk about **intentions**, we use the verb **to be + going to + infinitive**.

We **are going to celebrate** New Year's Eve with friends in London.

# AI ALS STUDIEHULP

chatbot

LK

25 Look at the pictures. Read the speech bubbles. Study the grammar box. Use your red cover.

We always celebrate Christmas in summer.

I'm enjoying a sunny day at the beach.

But I'm going to work really hard around Christmas time.

Right now, we're having fun with our friends.

**Get your notebook!**

To talk about **experiences**, we use the **present simple**.  
In summer, you usually wear a pair of shorts.

To talk about **actions** going on right now, we use the **present continuous**.  
Today, she is wearing a pair of jeans.

To talk about **intentions**, we use the verb to be + **going to** + **infinitive**.  
We are going to celebrate New Year's Eve with friends in London.

↑

I have to study this: the difference between the present simple and the present continuous.  
Help me to understand the difference first and then give me some exercises to practise (mixed tenses, positive, negative, questions) in context.

25 Look at the pictures. Read the speech bubbles. Study the grammar box. Use your red cover.

We always celebrate Christmas in summer.

I'm enjoying a sunny day at the beach.

But I'm going to work really hard around Christmas time.



**Get your notebook!**

To talk about **experiences**, we use the **present simple**.  
In summer, you usually wear a pair of shorts.

To talk about **actions** going on right now, we use the **present continuous**.  
Today, she is wearing a pair of jeans.

To talk about **intentions**, we use the verb to be + **going to** + **infinitive**.  
We are going to celebrate New Year's Eve with friends in London.

# AI ALS STUDIEHULP

Understanding the difference between the present simple and the present continuous is all about timing and frequency. Here is a breakdown based on your study material, followed by some exercises.

---

## The grammar breakdown

### Present simple

This is used for **routines, habits, and permanent facts**. Think of things that happen regularly or are always true.

- **Keywords:** Always, usually, often, sometimes, every day.
- **Example:** WE ALWAYS CELEBRATE CHRISTMAS IN SUMMER.

### Present continuous

This is used for **actions happening right now** or around this specific moment. It is also used for **future intentions** when using the "be + going to" structure.

- **Keywords:** Right now, at the moment, today, tonight.
  - **Example:** RIGHT NOW, WE'RE HAVING FUN WITH OUR FRIENDS.
-

# AI ALS STUDIEHULP

## Practice exercises: A trip to Spain

## The grammar

## Present simple

This is used for rou  
or are always true.

- **Keywords:** Al
- **Example:** WE

## Present continuous

This is used for act  
for future intention

- **Keywords:** Right
- **Example:** RIGHT

## Practice exercises: A trip to Spain

Fill in the blanks using the **present simple** or the **present continuous** (including "going to" for intentions).

1. Every year, my family and I \_\_\_\_\_ (travel) to Spain because we love the culture.
2. Right now, I \_\_\_\_\_ (sit) in a tapas bar in Seville.
3. We \_\_\_\_\_ (not / eat) dinner early in Spain; we usually wait until 9:00 PM.
4. \_\_\_\_\_ (you / try) the patatas bravas right now? They look delicious!
5. Tomorrow, we \_\_\_\_\_ (visit) the Sagrada Família in Barcelona.
6. My brother \_\_\_\_\_ (not / like) spicy food, so he always orders tortilla.
7. Why \_\_\_\_\_ (that waiter / carry) so many plates at once?
8. I \_\_\_\_\_ (be) going to buy some souvenirs for my friends before we leave.

# CHATBOTS SPELEN HIEROP IN

 Gemini 

 New chat

 Search chats

 Images

 Videos

 Library

 Gems

Notebooks

 New notebook

Recents

Portret Aanpassen Naar 10 Kg Zwaarder

Professionele Auteursfoto Zwart-Wit

Angstaanjagende Robot Ontmoet Leer...

Robotassistent in de klas

 Activity

 Howest VGBSO Plus 

Hi Howest, let's get into it

 Ask Gemini

 Pro 



 Upload files

 Add from Drive

 More uploads 

 Create image 

 Create video

 More tools 

 Create music

 Canvas

 Deep research

 Guided learning

Study and learn new things

# CHATBOTS SPELEN HIEROP IN

Copilot

Nieuwe chat

Zoeken

Bibliotheek

Leren

Agents

Microsoft 365 Admin

CT U4 - The Interview

Studeren en leren

Nieuwe agent

Meer agents

Chats

Uitleg "Although" vs "However" ...

Studentenlijst Excel Aanmaken

Kan ik mijn onedrive-bestanden...

Kan je bij OneDrive ervoor kieze...

Ik ben lector digitale didactiek a...

Dit zijn klasschikkingen voor mij...

From the names in this image, p...

https://forms.cloud.microsoft/P...

This is the Excel course I teach ...

 **Werk** Hannes

Copilot Chat (Basic)



Automatisch ▾

Hallo, hoe kan ik helpen?

+ Copilot een bericht sturen



Tekst verfijnen

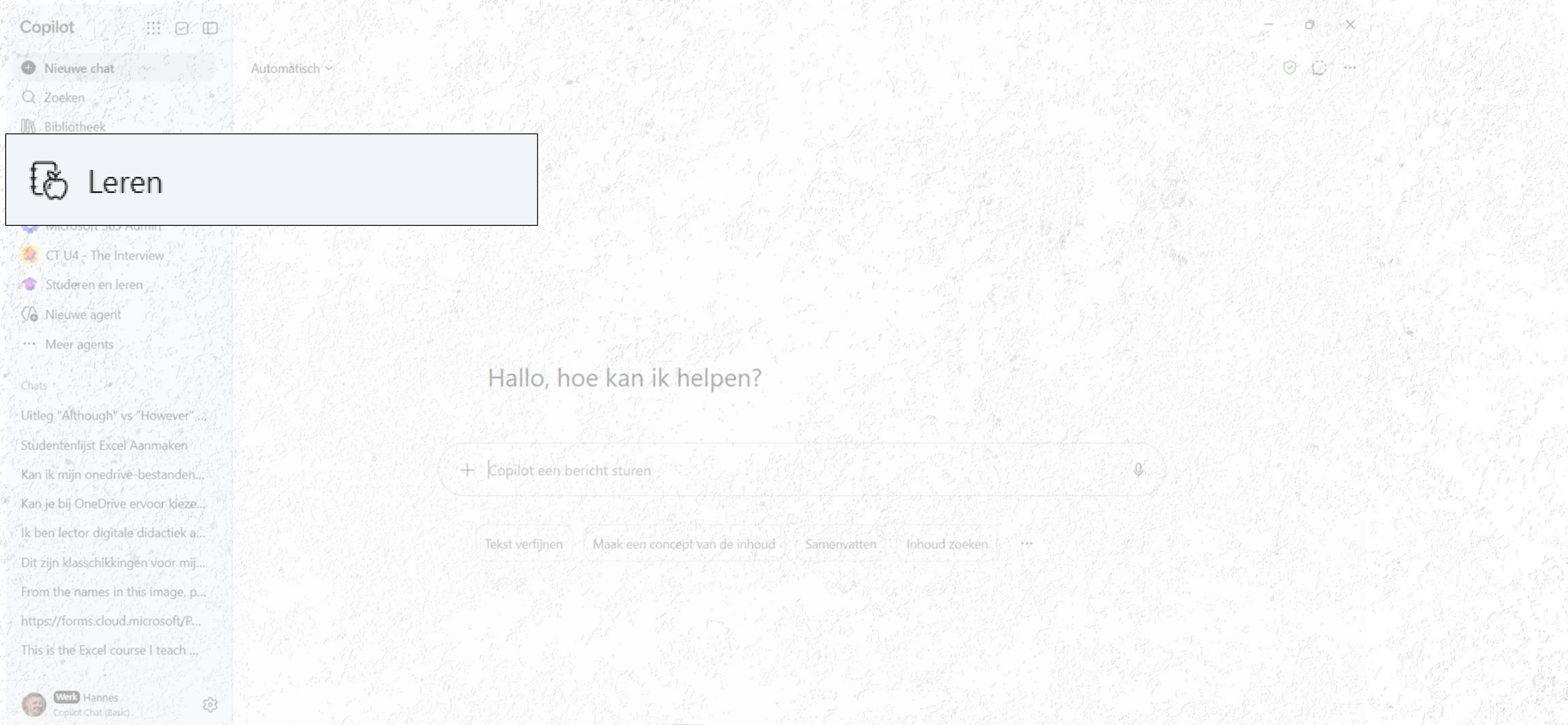
Maak een concept van de inhoud

Samenvatten

Inhoud zoeken

...

# CHATBOTS SPELEN HIEROP IN



# CHATBOTS SPELEN HIEROP IN

Copilot

- Nieuwe chat
- Zoeken
- Bibliotheek
- Leren
- Microsoft 365 A
- CT U4 - The Inte
- Studeren en lere
- Nieuwe agent
- Meer agents

Chats

Uitleg "Although" vs

Studentenlijst Excel

Kan ik mijn onedrive

Kan je bij OneDrive e

Ik ben lector digitale

Dit zijn klasschikking

From the names in t

<https://forms.cloud.r>

This is the Excel cour

 Werk Hannes  
Copilot Chat (Basic)



## Studeren en leren

+

Wat wil je leren?





**Begrijpen**

Begrijp een concept of vraag



**Flashcards**

Haal feiten op en beheers woordenschat



**Quiz**

Controleer wat je weet



**Overeenkomend**

Verbind feiten en concepten

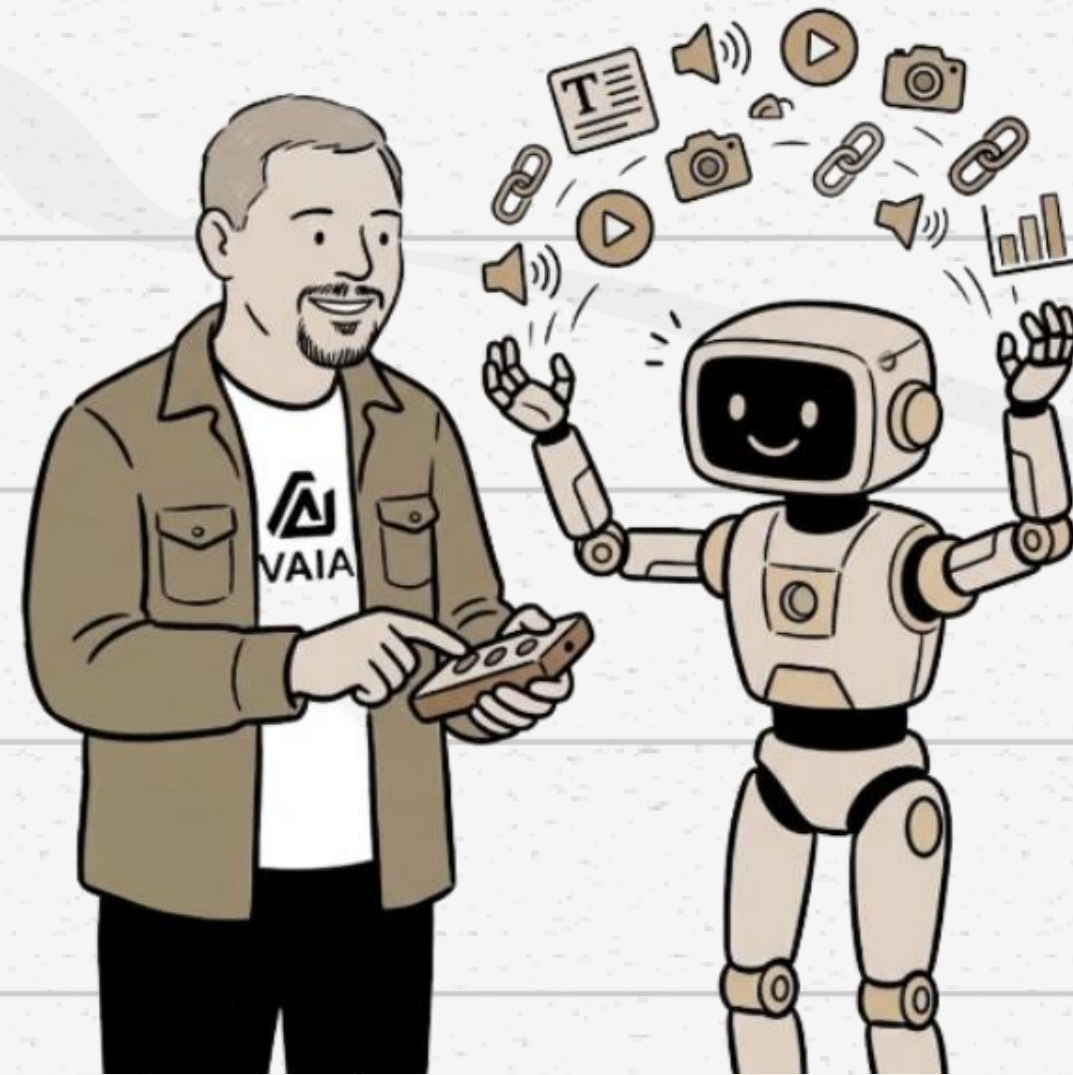


**Vul de lege waarden in**

Leg uit hoe iets werkt

# VIBECODE APPS VOOR COMMUNICATIEVE TAKEN

Multimodale assistenten voor complexere taken



# INTERVIEWING A CELEBRITY

## Probleem:

- Interview met iemand met een migratieachtergrond: niet eenvoudig te regelen
- Written interaction is vaak onderbelicht – nochtans steeds belangrijker in de maatschappij

## Oplossing: fact files & vibecode app

- Fact files bekijken en celebrity kiezen
- 10 vragen (+2 reservevragen) voorbereiden zonder AI (doel = interview skills, maar ook past tense revision)
- App gebruiken



# INTERVIEWING A CELEBRITY



## FACT SHEET: ALPHONSO DAVIES

**ORIGIN**  
Liberia / Ghana

**EXP**  
The Bay of Canada football born in Budu

**THE JOURNEY**  
His parents fled the **Second Liberian Civil War**, where they faced extreme danger. Davies spent the first five years of his life in the camp before his family was able to relocate to **Canada** through a resettlement program.



## FACT SHEET: MILA KUNIS

**ORIGIN**  
Ukraine

**EXPERIENCE**  
Due to the rising in the Soviet moved in New Kunis has of the move, locked out ately" because y due to the lture shock.



## FACT SHEET: DUA LIPA

**ORIGIN**  
Kosovo

**EXPERIENCE**  
Her parents fled Pristina in 1992 to escape the ethnic conflict and political instability in the Balkans. They settled in **London** as refugees. Her father, who was a **famous rock star** in Kosovo, had to work as a waiter in London while retraining for a new career.



## FACT SHEET: NCUTI GATWA

**ORIGIN**  
Rwanda

**EXPERIENCE**  
Actor Ncuti Gatwa was born in **Rwanda** and fled the country with his family in 1994 during the genocide against the Tutsi.

**THE JOURNEY**  
He was just a toddler when his family escaped to the UK, eventually settling in **Scotland**. Gatwa's family arrived with very little, though his father was a highly educated man (a philosopher and theologian) who had to rebuild his life from scratch in a new country.

**TODAY**  
Ncuti is one of the major stars of Netflix's **Sex Education** and is also the current **Doctor Who** (a very famous, long-running BBC sci-fi series).



## FACT SHEET: KHABI LAME

**ORIGIN**  
Senegal

**EXPERIENCE**  
Khaby was born in **Senegal**, but moved to **Italy** as a toddler.

**THE JOURNEY**  
Even though he moved to Italy very early on in his life, Khaby's story is mentioned in a refugee context because he lived in public housing and struggled **without Italian citizenship** for over 20 years due to strict laws.

**TODAY**  
He is currently the **most-followed person on TikTok**. His silent comedy videos mocking overcomplicated "life hacks" made him a global superstar. He finally received his Italian citizenship.



## FACT SHEET: DUA LIPA

**ORIGIN**  
Kosovo

**EXPERIENCE**  
Her parents fled Pristina in 1992 to escape the ethnic conflict and political instability in the Balkans. They settled in **London** as refugees. Her father, who was a **famous rock star** in Kosovo, had to work as a waiter in London while retraining for a new career.

**THE JOURNEY**  
When Dua was 11, her family moved **back to Kosovo**. However, Dua struggled and felt her opportunities in music were limited there. She convinced her parents to let her move back to **London** alone at **age 15**. She lived with a family friend, worked in restaurants, and started posting covers on YouTube to get noticed.

**TODAY**  
She is one of the world's biggest pop icons. She was recently named an **Honorary Ambassador of Kosovo**. She uses her massive platform and her "**Sunny Hill Foundation**" to fund arts and youth programs in Kosovo.

# INTERVIEWING A CELEBRITY

 **Celebrity Interview**

B1–B2 EFL Written Interaction Practice

CHOOSE YOUR INTERVIEWEE:

-  Alphonso Davies
-  **Mila Kunis**
-  Ncuti Gatwa
-  Freddie Mercury
-  Dua Lipa
-  Khaby Lame

-  **Interview**
-  Feedback
-  Export

 0/10 questions



**Mila Kunis** is ready for the interview.  
Introduce yourself and ask your first question to begin!

Hi Mila! Thank you for wanting to do this interview. How do you think your family's background as a refugee has influenced your work as an artist?

Send

# INTERVIEWING A CELEBRITY

Starting from scratch ▾

Free plan [Upgrade](#) ×



Language task  
Unit 4.docx

DOCX

Make an artefact that my B1-B2 EFL students can use. At the top they can choose the celebrity they want to interview (the possible interviewees are the celebrities in the pdf file that is shared in the URL).

Earlier, students had to prepare a minimum of 10 interview questions.

In the gem, students have to interview an AI version of the celebrity they've selected at the top of the interface. Use the information from the pdf but you can also use information from your training data and the Internet. The idea is that the students can conduct their interview, react to your answers and ask extra questions.

The interviewee shouldn't start the interview first, the user should start the conversation with an introduction and his/her first question. The celebrity should NOT ask the interviewer if they want certain extra information or want to talk about a certain topic. All questions and topic should come from the user.

Answer the questions to the point, but also give some information if that is relevant. This extra information should not be longer than 2-3 sentences.

The celebrity should NOT ask the interviewer if they want certain extra information or want to talk about a certain topic. All questions and topic should come from the user.

There should be a button labelled "feedback". If students press this, they get structured feedback in the rubric from the last page of the word document in the attachment. Do not fill in the scores in the rubric yet, only provide an extra column with brief written feedback for every category of the rubric.

There is also a second button labelled "export to word file". If the user presses this, generate a downloadable Word document with the complete interview in a structured format. Make sure the document has a header at the top where you can see the name of the student (they can fill this in afterwards) and the name of the interviewee they've selected.

Show less



+ Write a message...



Claude is AI and can make mistakes. Please double-check responses.

Sonnet 4.6 Medium



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**Publish**



**Celebrity Interview**

B1-B2 EFL Speaking Practice

CHOOSE YOUR INTERVIEWEE:



Alphonso Davies



Mila Kunis



Ncuti Gatwa



Freddie Mercury



Dua Lipa



Khaby Lame



Select a celebrity above to start your interview.

Introduce yourself first, then ask your first question!



# JACK THE RIPPER VIDEO SUMMARY

## Probleem:

- Maken Cornell-schema bij video → geen afsluitende opdracht waarbij leerlingen het schema effectief gebruiken

## Oplossing: vibecode summary generator app

- Cornell-schema maken zonder AI (niet recto verso!)
- In app foto met webcam → samenvatting laten maken
- Vergelijken van Cornell-schema en AI-samenvatting:  
Hiaten? Dingen erbij verzinnen?



# JACK THE RIPPER VIDEO SUMMARY

# Case Investigation Lab

EFL Student Companion & Grounded Infographic Designer (B1-B2 CEFR)

Detector Node Connected

Investigator Student

EFL

Your Mission Rules

Based strictly on your class video notes about Jack the Ripper, create a clean visual summary poster. Note: No outside information or rumors from the internet will be allowed. Only facts you write down will appear on the graphic!

1 Snap or upload a picture of your written video notes.

2 Transcribe, edit, and audit English grammar & vocabulary.

3 Generate a visual infographic based \*only\* on your text.

CASE STEPS

1. Capture Evidence  
Webcam / Upload

2. Logbook & Review  
AI Transcription

3. Infographic Map  
Final Poster Design

EFL DIGITALIZER

Stage 1: Snap Notebook Summary

Place your handwritten summary sheet in front of your camera.

CENTER YOUR WRITTEN NOTES HERE

Capture Photo

Restart Cam

FILE SUBMISSION ALTERNATIVE

No camera? Take a picture with your phone, transfer it, and drop the file directly into our system.

Upload Image File  
JPEG, PNG, or WEBP supported

DIRECT TYPIST FALLBACK

Start with Sample Summary Draft

# VRAGEN?

