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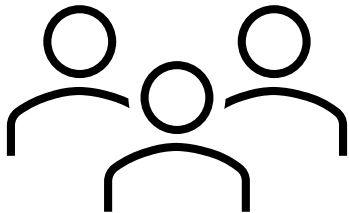
**Shakespeares
Midsummer Night's Dream
Als Übungsfeld für die Arbeit mit KI**

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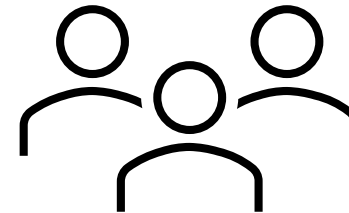


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„... dann setzen wir sie halt
in einen Saal und lassen
sie da schreiben“



„... alles mit ChatGPT
geschrieben und die haben
es nicht mal gemerkt“



u^b Neue, zusätzliche Lernziele

Kompetenzen bisher:

- Textanalyse
- Argumentation
- wissenschaftliches Schreiben

Neue, zusätzliche Kompetenzen:

- Präzises Prompting für qualitativ hochstehenden KI Output
- Kritische Beurteilung des KI Outputs
- Akademische Ethik im Umgang mit dem KI Output

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Praxisbeispiel:

Midsummer Night's Dream in Analysing Literature

TEXT AND PERFORMANCE I

Characters, characterisation, setting

Screening *Midsummer Night's Dream*

TEXT AND PERFORMANCE II

Dramatic text vs. theatre, primary vs. secondary text, epic vs. absolute theatre

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Schreibauftrag *Characterisation*

Please choose one character, find the passage where he/she first appears in the play (approx. 15-20 lines) and think about the following questions (not necessarily in this sequence, 200 words):

- How does this moment characterise him/her?
- What, exactly, happens? And how does that contribute to the characterisation?
- What kind of character (drama terms!) are we looking at here?
- How does this first appearance of your chosen character relate to later ones?

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Puck's first appearance in *A Midsummer Night's Dream* (Act 2, Scene 1) immediately establishes him as a mischievous trickster. **A fairy recognises him as the “shrewd and knavish sprite” known for pranks like scaring villagers and misleading wanderers.** Puck proudly embraces this reputation, demonstrating his playful, chaotic nature. His speech, full of rapid, energetic imagery, highlights his love for mischief and foreshadows his later role in the play's comedic confusion. He is also portrayed as a loyal servant to Oberon, showing both independence and obedience. Dramatically, he fits the trickster archetype, disrupting the world for amusement but not out of malice. **This introduction prepares the audience for Puck's later actions. His carelessness in applying the love potion to the wrong Athenian sets off much of the play's romantic chaos.** Despite his blunders, he ultimately helps restore order, reinforcing his dual role as both instigator and resolver of conflict. Puck's first scene captures his lively, mischievous spirit, which remains central throughout the play. His tricks create disorder, yet by the end, he aids in restoring harmony, cementing his role as a playful force of both chaos and resolution.

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Reflexionsaufgabe KI

Please use an AI (such as chatGPT) to write a response for the task below.

Please reference how, exactly, you have used the AI (e.g., exclusively chatGPT output, first prompt (specifiy prompt); chatGPT, fifth prompt, but heavily edited by myself etc.) and write notes on the following points:

- Quality of the output
- What can I (still) do better
- How can I use AI in the future?
- Academic ethics (who does the final product belong to?)

AI - what do we do with this?

What can I (still) do better?

I can apply drama terms better

I will not repeat myself as often as A.I. does.

I can check whether the section I'm quoting is correct

Chat GPT gave me a quote of Bottom's first appearance, and it claimed that the quote was of Act 1, Scene 2, lines 1-34. It was actually Act 3, scene 1, lines 1-42.

I can be more precise in my questions.

I still have an ability to make a "new" analysis/interpretation that an AI can't, because it just draws from other texts and is not actually very creative.

- Adding more diversity to the outcome (interpretation, perception, etc.)
- Refer more directly to the questions asked
- We can apply the terms and knowledge from our specific class (ChatGPT does not know what we know)
- Creativity and originality
- Connect ideas and thoughts

What are our thoughts in terms of academic ethics?

- Plagiarism
- Fact check the information ChatGPT gives you
- Useful for getting to information faster (give reference!)
- Do your own thinking!
- Learn to work with AI (it's going to be there anyway!)
- Can AI be ethically developed (people working to make AI safe → Working through bad/disturbing content to make it safe for our daily use)

What do we do with this in the future?

start with a question and then work with the general answer and ask more specific questions about it

ChatGPT is a great tool for comparisons/lists and might be helpful in terms of finding inspiration. However, it is important to countercheck all sources that were used.

It's a difficult topic, because of plagiarism. It could be useful for summaries when searching for papers to use in academic work and not wanting to read 20 different papers.

use it to create a base text or give bulk, then edit and add specific ideas or terms

Not rely entirely on AI to do the whole task for us. AI can be helpful in terms of rewording things, inspiration, or helping with structure, but I think that's where its use should stop.

- Getting inspiration
- Searching for quotes
- Finding general information that we can connect later (to other ideas/concepts)
- Explanations
- Research
- Discussion
- Expanding own ideas

Quality of the Output

It misses important details and gives very general information. It gives facts without references.

The answers sometimes seem too modern and can't really be referred back to Shakespear

ChatGPT stopped mid-sentence and talked about the wrong scene

depending on the questions (and how precise the questions are) you ask I think the answers can be quite good.

The AI does not quite get the characterization right and sometimes even talks about things that never happened in the play. It sometimes mixes up certain characters (example: saying Theseus "outwits" the Duke of Athens. Theusus is the Duke, though, and he doesn't outwit anyone...).

- Facts without reference (maybe ask ChatGPT for more specific references)
- A lot of quality output
- Quality depends on the topic (the more information on the topic there is on the internet, the better the answers of ChatGPT get)
- Some outcomes are superficial
- A lot of information (props to ChatGPT)

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Quality of the output

- Depending on the questions (and how precise they are) the answers can be quite good.
- Misses important details and gives very general information. It gives facts without references.

“The AI ... sometimes even talks about things that never happened in the play ... for example saying Theseus ‘outwits’ the Duke of Athens. Theusus *is* the Duke, though, and he doesn’t outwit anyone”

u^b What I can (still) do better

- Creativity and originality
- Connect ideas and thoughts
- Not repeating myself, as A.I does
- Apply the drama terms we learnt more precisely

“I still have an ability to make a ‘new’ analysis/interpretation that an AI can't, because it just draws from other texts and is not actually very creative”

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How can I use AI in the future?

- use it to create a base text or give bulk, then edit and add specific ideas or terms
- start with a question and then work with the general answer and ask more specific questions about it
- Not rely entirely on AI to do the whole task for us. AI can be helpful in terms of rewording things, inspiration, or helping with structure, but I think that's where its use should stop.

“use it as a tool not as a copy machine”

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Academic Ethics

- Learn to work with AI (it's going to be there anyway!)
- Useful for getting to information faster (give references!)
- Fact check the information ChatGPT gives you
- Be aware of biases (race, gender etc.) it might replicate
- Avoid plagiarism

“Do your own thinking, don’t let it limit your creativity”

- *MSND* gut geeignet, da viel Material vorhanden, mehrheitlich im Bildungskontext (Schularbeiten, online Hilfsmittel, Kurzanalysen)
- Erlebnis KI Einsatz und geleitete Reflexion
- Nachdenken über wissenschaftliches Schreiben (mit/ohne KI) im Literaturstudium
- Erkenntnis von Stärken, Schwächen und Gefahren von text-generierenden KIs in Paar- und Gruppendiskussionen

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Merci für Ihre Aufmerksamkeit



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Abbildung Titelfolie

Edwin Landseer, *Scene from A Midsummer Night's Dream.*

Titania and Bottom, 1851, National Galery of Victoria, Australia