

Chatgoy Instructional Strategy

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Introduction

Chatgoy is a blend of two words chat and pedagogy representing an emerging instructional strategy that leverages interactive, conversational interfaces to facilitate active learning. This instructional approach rather than relying solely on traditional lectures or static multimedia presentations, it embeds within real-time dialogues, often supported by artificial intelligence (AI). Through natural language interactions of AI, learning becomes a dynamic and iterative process where students actively shape their educational experience, much as they would in one-on-one tutoring sessions. Chatgoy is an instructional strategy that infuses traditional educational methods with advanced, conversational technology (e.g large language model or AI agent). Essentially, Chatgoy as innovative pedagogy transforms the traditional, lecture-based classroom into an interactive, dialogue-driven learning environment [1]. Instead of relying solely on teacher entered approach it leverages real-time chat interfaces often powered by artificial intelligence to create a dynamic, two-way conversation between educators and learners. Chatgoy is an emerging teaching and learning strategy that infuses the principles of pedagogy with the dynamic, interactive capabilities of chat-based conversational technology. It represents a shift from traditional teaching method or lecture-driven instruction to an approach that engages learners in continuous, real-time dialogue.

However, studies have highlighted the important of adopting conversational agent (e.g artificial intelligent technology) or chat-box in teaching and learning such as interactive dialogue, personalized learning, adaptive content delivery and empowerment of learners and educators [2,3]. Adopting Chatgoy as an interactive dialogue between the learner and conversational agent as will result to continuous flow of conversation majorly on the learning envi-

ronment with respect to instructional objective. Learners actively engage with the conversational agent by asking questions, receiving immediate feedback and exploring ideas through an interactive process for effective educational process. Also, with the adoption of Chatgoy learners' needs are met as the learners spend time on screen daily, in turn this foster personalized learning [4]. Chatgoy strategy focus on the continuously refines its interaction based on context and feedback making the learning process interactive though adaptive content delivery. This also enhance monitoring of learning experience and student's progress in real time and adjust the complexity or style of content, thus tailoring the learning experience to fit each learner's pace and preferred style.

The urgency of this shift in instructional strategy is underscored by the demand for innovative pedagogical practices such as Chatgoy that prepare students for rapidly changing professional and social landscapes. Lecturers and students hold cautiously positive views towards adopting the Chatgoy strategy in higher education especially in Nigeria universities. Students appreciate how Chatgoy aligns with their digital communication habits, feel empowered by opportunities for active participation, though some worry about digital distractions and uneven faculty commitment. This posits the need for lectures and students' perception on the adoption of Chatgoy instructional strategy.

Chatgoy Implementation Framework

Step 1: Curriculum Mapping:

1. Lecturer outline the instructional outcomes through the topics to be learnt or discussed.
2. The student now reviews the specific objective and the evaluation to understand the required task.

Step 2: Dialogue Script Creation:

1. The lecturer now designs probing and interactive questions in line with the instructional objective.
2. The lecturers now from the student's response will assist the student to scaffolding prompts for the generative agent.
3. The immediate feedback loops that mirror the natural progression of inquiry now form the new instruction for the students to improve in the learning experience. This now help learners to identify what information is required to learn and progress.

Step 3: Integration of AI and Chat Tools:

1. Using technology that can adapt based on student responses, provide hints and guide learners toward deeper understanding.
2. During interactive sessions, the chat tool can offer tailored hints or mini-tutorials based on common errors, ensuring that students receive support that adapts to their pace and understanding.

Step 4: Teacher Facilitation:

1. Ensuring educators are trained to moderate the conversation and intervene when necessary

2. Reinforcing the partnership between technology and human insight through ethical principle

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