

HopGPT as a Concierge Service to Promote and Support Learners' Agency in Building Knowledge

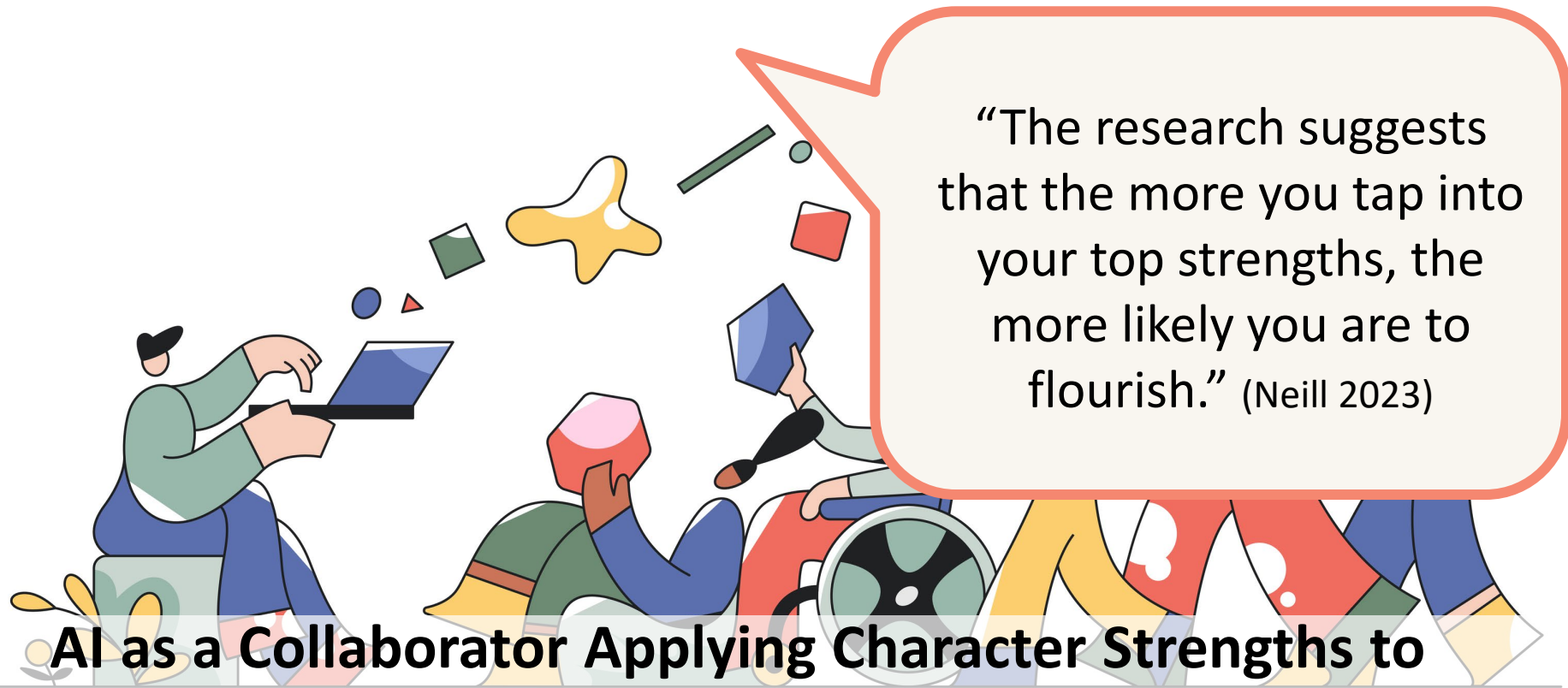
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Senior Digital Teaching & Learning Strategist



AI as a Facilitator for Motivating Adult Learners



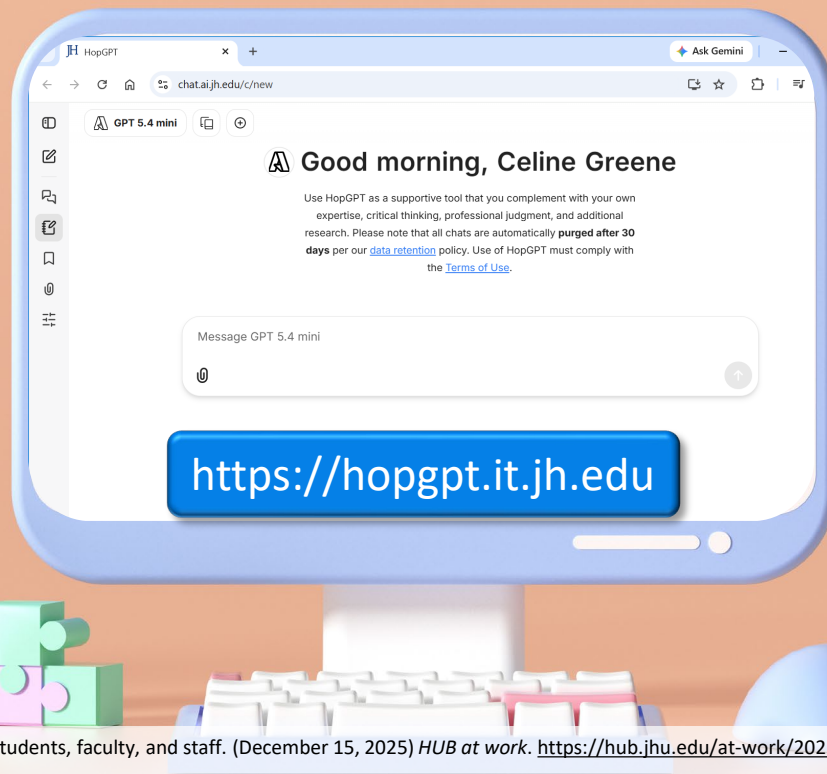
“[AI] could assist adult learners in designing their learning plans and activities by providing personalized recommendations based on their learning goals and learning styles if learners input related information.” (Lin, 2024)



“The research suggests that the more you tap into your top strengths, the more likely you are to flourish.” (Neill 2023)

AI as a Collaborator Applying Character Strengths to Achieve Goals

AI as an Equitable, Safe Resource at JHU



Hopkins launches HopGPT, a generative AI platform for students, faculty, and staff. (December 15, 2025) *HUB at work*. <https://hub.jhu.edu/at-work/2025/12/15/hopgpt-generative-ai-platform-launches/>

Reminders About Using AI: Human First, Human Last

Input Considerations:

- Data security
- Environmental sustainability
- Ethical use (including intellectual property)
- Equitable access
- Workforce impact



Output considerations:

- Potential bias, misinformation, irrelevance
- Transparency (citations)
- Over-reliance and false trust
- Changes in behaviors, including voice/tone

ACTIVITY 1: Login to HopGPT

<https://hopgpt.it.jh.edu>

ACTIVITY 1: Login to HopGPT

[Start here](#) and select “Launch HopGPT”. You will navigate to the tool and be prompted to sign in with your JHED ID.

If you do not have access to HopGPT, please visit any large language model if you would like to actively participate in some of this session's activities. Some alternative options include:

- [Copilot](#) (no sign-in required)/
- [ChatGPT](#) (no sign-in required)
- [Claude](#) (requires sign-in)



Learner Agency and the Graduate Student



Learner Agency is Important to Our Students

Learner Agency

- Self-efficacy
- Self-awareness
- Resourcefulness
- Authenticity
- Intentionality
- Purposeful actions

Graduate Students

Research tells us they are:

- Independent.
- Ready to learn.
- Internally motivated.
- Thrive when provided options.
- Benefit from guidance, community.

The Research: Self-Directed Learning (SDL) Theory

Characteristics:

- Gives learner the control (agency)
- Supports motivation and retention
- Recognizes importance of faculty as facilitator
- Recognizes enhancement through social interaction, including collaborative group-learning



Self-directed Learning is Active Learning

Quick Poll: What is an activity that aligns with
SDL and is appropriate for a graduate student?

Please wait to answer....

LAUNCH HOPGPT



ACTIVITY 2: Use HopGPT to Collaborate in Brainstorming

<https://hopgpt.it.jh.edu>

ACTIVITY 2: Use HopGPT to Collaborate in Brainstorming

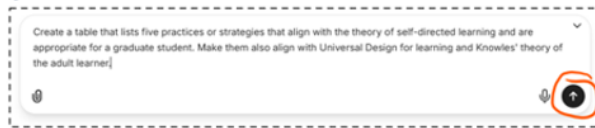
We will interact with HopGPT (or other AI tool) to help us brainstorm.

1. Select the "New Chat" icon in the vertical navigation menu of the sidebar in HopGPT.
2. [Optional] Select a different LLM (Large language Model).



3. Copy and paste the following prompt into the chat. Edit, if desired. Then send the message (i.e., submit or select "enter" on your keyboard).

Create a table that lists five practices or strategies that align with the theory of self-directed learning and are appropriate for a graduate student. Make them also align with Universal Design for learning and Knowles' theory of the adult learner. Use no more than 500 words.



4. Review the output and consider if these results are helpful to you. If not, challenge the AI with a simple statement such as:
Can you be more original in your thinking?
5. Share **one** strategy in our session's chat as a response to the quick poll. Either brainstorm a new strategy or copy and paste from the AI output.

What is an Activity that Aligns with SDL and is Appropriate for a Graduate Student?

Share **one** strategy in our session's chat.

*(Feel free to use an original idea or to use
something from your AI collaborator!)*

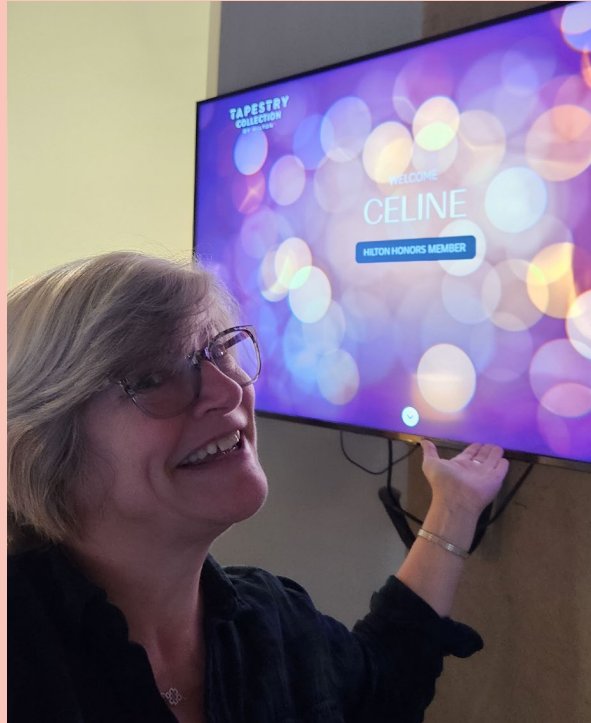


The “Big Issue” of SDL

“The “big issue” here is that many adult learners are not actually competent self-directed learners... in many contexts adult educators may have to provide much support to, and ‘set the scene’ for, adult learners with their self-directed learning” (Morris 2023)



The Concierge Service: Getting to Know the Learner



Considerations for Personalized Learning



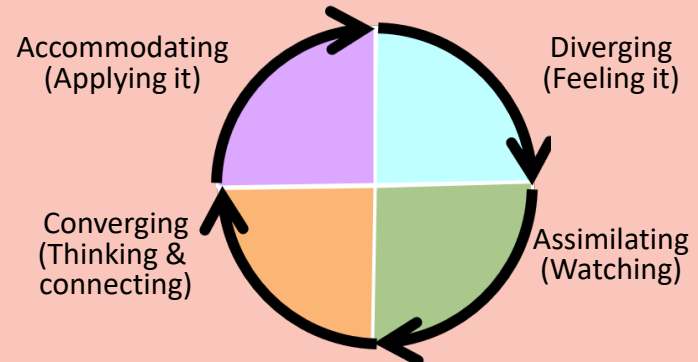
- Experience/s
- Relationships
- Present environment
- Dimensions of identity/intersectionality
- **Learning Styles (Kolb)**
- **Values, Strengths, Goals**

Regarding Learning Styles

Learning Styles (Kolb, 2016, Chapter 4)

- **Divergent** – thrives in concrete experience, observation, & reflection; excels at brainstorming and empathy
- **Assimilation** – thrives in abstract concepts, observation & reasoning; excels at logic & precision
- **Convergent** – thrives in experimentation & conceptualization; excels at conventional tests
- **Accommodative** – thrives in concrete experience & experimentation; excels at new experiences and collaborative problem-solving

The Kolb Learning Style Inventory (LSI) evolved to be the Kolb Experiential Learning Profile (KELP).

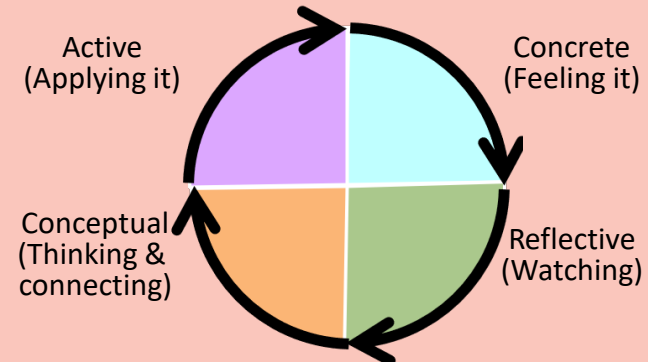


Kolb's Learning Styles

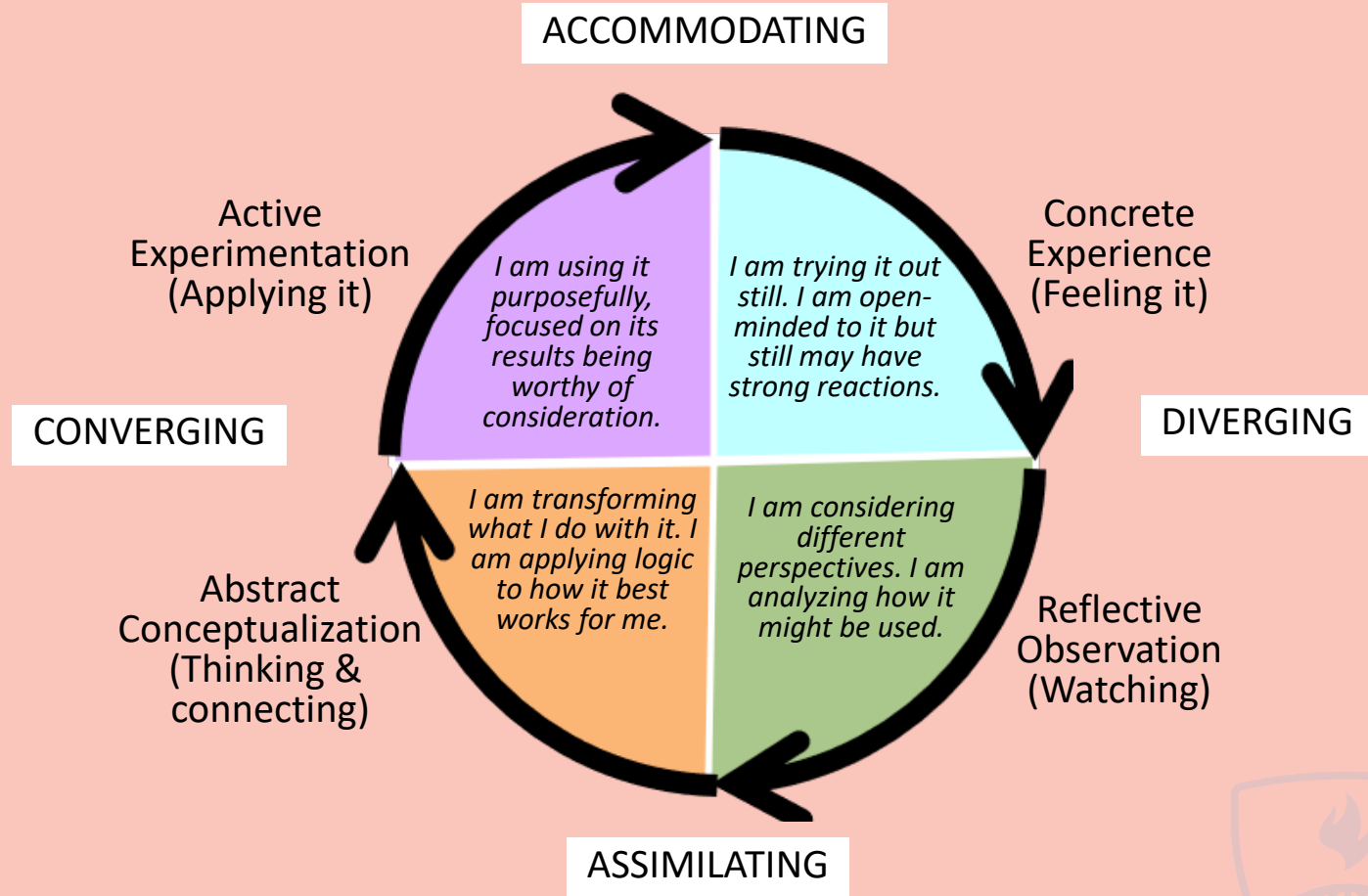
+	Concrete Experience			+
Active Experimentation	Initiating	Experiencing	Imagining	Reflective Observation
	Acting	Balancing	Reflecting	
	Deciding	Thinking	Analyzing	
+	Abstract Conceptualization			+

Table adapted from Figure 4 (Kolb, 2007)

The Kolb Experiential Learning Profile (KELP) grew to acknowledge 9 styles.



**Where are
you in
learning to
use GenAI to
collaborate
and
brainstorm?**



An illustration of a person with short, wavy blue hair, shown in profile from the chest up. They are wearing a green jacket over a light green shirt. Their hands are held out, and numerous small, pink, petal-like shapes are floating in the air around them. The background is a soft-focus landscape with green hills and a blue sky with white clouds.

“We function best when our values, strengths and goals work in harmony. This allows us to achieve a state of coherence between what we think, feel and believe and how we act in the world leading to a sense of authenticity that promotes psychological wellbeing.” (Monk, 2022)

Regarding Values, Goals, and Strengths

For Students (or Self!): Identifying Values and Strengths



Options

- Open-ended Reflection
- Guided Reflection
- Online Tools

[Review a Profile](#)

ACTIVITY 3: Reflect on Learning Styles, Values, and Strengths

ACTIVITY 3: Reflect on Learning Styles, Values, and Strengths

For today's activity, we will be using a profile for a mythical student. Review the results, below, for this student who used some online tools to find their learning style and three other tools to learn about their values and strengths. **How might these characteristics help our student identify Self-Directed Learning (SDL) strategies that work best for them? Consider the strategies we identified in the previous activity. Would they work well for this learner?**

Sample Results for Today's Use

The [Kolb Experiential Learning Profile \(KELP\)](#) tool determined this student's dominant learning style is the **Deciding Style**. This style lies at the intersection of thinking and doing; it is a convergent style where foundations and reflections have turned into theories, and plans are being made for what's next. (Find more insights into the different styles in [The Kolb Experiential Learning Profile \(KELP\) Guide to Experiential Learning Theory](#), pp. 12-14.)

+	Concrete Experience			+
Active Experimentation	Initiating	Experiencing	Imagining	Reflective Observation
	Acting	Balancing	Reflecting	
	Deciding	Thinking	Analyzing	
+	Abstract Conceptualization			+

To identify core values and strengths, the student used the Good Project's Values Sort tool, the Positivity Project's Character Strengths Survey, and the VIA Character Strengths Survey. (The tools are linked below the table.)

Most Important Values Values Sort Tool (The Good Project)	Reliable Strengths Character Strengths Survey (Positivity Project)	Top 5 Strengths VIA Character Strengths (VIA Institute on Character)
Balance	Perseverance	Honesty
Common Good	Integrity	Fairness
Efficiency	Optimism	Appreciation of Beauty & Excellence
Trust	Humor	Judgement
Helping Others	Self-Control	Perspective

Employing HopGPT as a Concierge in SDL



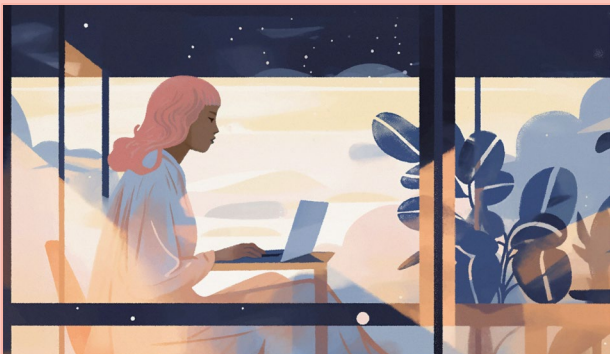
Revisiting our Chat Prompt

- ▶ Simple Framework:
IDENTIFY TASK + PROVIDE RELEVANT DETAILS + PROVIDE DIRECTION FOR OUTPUT +
AVOID AMBIGUITY

Task	Relevant Details	Direction for Output	Avoid Ambiguity
List five active learning strategies.	Strategies must align with SDL.	Create a table of the strategies and their alignment. Use no more than 500 words.	Align with Knowles Theory (Andragogy), and UDL.

HopGPT Prompts with Variables (Placeholders)

- Chats (prompts + output) are deleted after 30 days.
- Saved prompts can be used over-and-over.
- Saved prompts can include placeholders for variables that are determined when used.



Variables are denoted with double curly brackets and can be open-ended, multiple choice, or special types (e.g., current date).

Open-ended: **{{variableName}}**

Multiple-choice: **{{variableName:
choice1 | choice 2}}**

Modifying and Saving our Prompt Using Placeholders

Create a table that lists `{{number}}` practices or strategies that align with the theory of self-directed learning and are appropriate for a graduate student. Make them also align with Universal Design for learning and Knowles' theory of the adult learner. These activities should be appropriate for `{{choose one: small groups | individuals}}` to complete within `{{choose duration: 1 hour|1 week|2 hours}}`. Use no more than 500 words.

LAUNCH HOPGPT

ACTIVITY 4: Create and Use HopGPT for a Saved Prompt with Three Variables

<https://hopgpt.it.jh.edu>

ACTIVITY 4: Create and Use HopGPT for a Saved Prompt with Three Variables

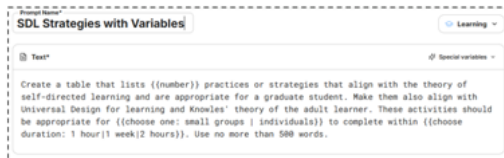
Note: You can learn more about formatting AI chat prompts in our "Extended Information" document.

1. Select the "Prompts" icon in the vertical navigation menu of the sidebar in HopGPT.
2. Select the "Create Prompt" (plus sign) icon at the top.

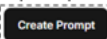


3. Give your prompt a name and then, in the "Prompt input" text box, copy and paste the following text. Edit it, if desired, but make sure to keep your variables in the double curly braces.

Create a table that lists `{{number}}` practices or strategies that align with the theory of self-directed learning and are appropriate for a graduate student. Make them also align with Universal Design for learning and Knowles' theory of the adult learner. These activities should be appropriate for `{{choose one: small groups | individuals}}` to complete within `{{choose duration: 1 hour|1 week|2 hours}}`. Use no more than 500 words.



4. Scroll down if necessary. Select the words "Create Prompt", at the bottom right, to save your prompt. It will appear in the prompts menu on the left side of your screen.



Creating a New Prompt that Personalizes SDL

- Modified Simple Framework: **ROLE** + TASK + DETAILS + OUTPUT + NO AMBIGUITY

Role	Task	Details	Output	Avoid Ambiguity
▪ Graduate student ▪ {{course or topic}} ▪ {{goal or objective}}	▪ {{number of activities}}	▪ {{Kolb learning style}} ▪ {{values or character strengths}}	▪ <i>Could be modified to file type for export, etc.</i>	▪ {{group or individual}} ▪ {{time to complete}}

Modifying the Prompt to Guide Personalized SDL

You are a graduate student learning about `{{course or topic?}}`. Identify `{{number of activities?}}` active learning strategies that draw upon your `{{select type of trait:character strengths|values}}` and learning style to help you `{{specify the goal or objective}}`. Your Kolb (2021) learning style is `{{select learning style: experiencing|imagining|reflecting|analyzing|thinking|deciding|acting|initiating|balancing}}`. These are your essential traits: `{{insert top character strengths or values}}`. Create a table of the strategies and their alignment to these traits. Describe how each strategy helps you, plus list any required resources. I am only interested in `{{specify if you prefer individual or group: group|individual|either group or individual}}` activities that can be completed in `{{enter time to complete (with hours, days, or weeks)}}`.

OR.... Create a Prompt to Suggest Opportunities for Your Personal Growth

Role	Task	Details	Output	Avoid Ambiguity
▪ {{say something about your identity}}	▪ <i>Could be modified to be a different number</i>	▪ {{top VIA character strengths}} ▪ {{underutilized strengths}}	▪ <i>Could be modified to share explicit steps, etc.</i>	▪ {{individual or group}}

You are a {{say something about your identity, e.g. "professional working in ..."}} and your top VIA character strengths are {{list top 2 to 5 character strengths}}. Your underutilized strengths are {{list underutilized strengths}}. Please suggest three activities that you could do {{select type: as an individual | with others | either alone or with others}} on a regular basis that would enable you to tap into all of these at once. Use no more than 600 words.

ACTIVITY 5: Create and Use HopGPT for a Saved Prompt towards Personalized Learning

<https://hopgpt.it.jh.edu>

ACTIVITY 5: Create and Use HopGPT for a Saved Prompt towards Personalized Learning

1. Select the "Prompts" icon in the vertical navigation menu of the sidebar in HopGPT.
2. Select the "Create Prompt" (plus sign) icon at the top.
3. Give your prompt a name and then, in the "Prompt input" text box, copy and paste the text of one of the following prompts. Edit it, if desired, but make sure to keep your variables in the double curly braces.

Option 1: Personalized SDL

You are a graduate student learning about `{{course or topic?}}`. Identify `{{number of activities?}}` active learning strategies that draw upon your learning style, values, and character strengths to help you `{{list your goal or objective(s)}}`. Your Kolb Experiential Learning Profile style is `{{select style: experiencing |imagining |reflecting |analyzing |thinking |deciding |acting |initiating |balancing |unknown}}`. These are your values and character strengths: `{{list top values and/or character strengths}}`. Create a table of the strategies and their alignment to these traits. Describe how each strategy helps you, plus list any required resources. I am only interested in `{{specify if you prefer individual or group: group |individual |either group or individual}}` activities that can be completed in `{{enter time to complete (with hours, days, or weeks)}}`.

Option 2: Opportunities for Personal Growth

You are a `{{say something about your identity, e.g. "professional`

7. Select "Submit" to see the complete prompt displayed as a chat ready to send.

You are a graduate student learning about `Health Equity Research Methods to Address Social Determinants of Health`. Identify `2` active learning strategies that draw upon your learning style, values, and character strengths to help you Describe the global and US burden of cardiovascular diseases (CVDs). Your Kolb Experiential Learning Profile style is `deciding`. These are your values and character strengths: `Balance, Common Good, Perseverance, Integrity, Honesty, Fairness`. Create a table of the strategies and their alignment to these traits. Describe how each strategy helps you, plus list any required resources. I am only interested in `either group or individual` activities that can be completed in `4 hours`.



Circling Back to the “Big Issue” of SDL

“...many adult learners are not actually competent self-directed learners.” (Morris 2023)

Guided support, including using HopGPT, may make this SDL issue smaller and the learning greater.



What Next? Use Your Prompt, Share Your Prompt

- Use a version of your prompt to **design options for students.**
 - Use the other placeholders to consider different learners.
 - Protect your interests. (Add `{{time to grade}}` and `{{class size}}`.)
- Share your prompt (as text) with your mentees and colleagues.
- Share it with a class, adding guidance on its use in HopGPT.

Learn More

Recap Plus More: HopGPT as a Concierge Service to Promote and Support Learners' Agency

This document, an extension of CTL's 2026 Picnic PD workshop, includes three sections: a quick guide for managing prompts with variables in HopGPT; sample text for sharing with students; and a guide for crafting, or engineering, different prompt structures.

HopGPT Quick Guide for Managing Prompts with Variables

1. [Start here](#) and select "Launch HopGPT". You will navigate to the tool and be

[Sample Text to Share with Students] Using HopGPT to Personalize Your Learning

[View as CoursePlus page](#) (no login required).

If you would like personalized support to help you meet learning objectives, in addition to talking to the teaching team, consider chatting with [HopGPT!](#)

Start by writing and saving a prompt that will guide you to meet your goals. It can even follow this simple pattern: **GIVE A ROLE + IDENTIFY TASK + PROVIDE RELEVANT DETAILS + PROVIDE DIRECTION FOR OUTPUT + AVOID AMBIGUITY.**

To develop the role (reflecting you, essential for personalized learning), start by identifying your class or academic program; your goals; your resources; the time you have; and your values and strengths. (Consider using tools like Think to Perform's [Values Exercise](#) or the [VIA Character Strengths Survey](#).)

Think about what in your prompt might change over time: the class, the goal or objective, the time you have to meet the goal, and even your core values and strengths. These aspects can be changed into variables, or placeholders, in a saved HopGPT prompt.

1. [Start here](#) and select "Launch HopGPT". You will navigate to the tool and be prompted to sign in with your JHED ID.



More on Writing Prompts

More on Writing Prompts

There are many resources available to help guide you through different ways to interact with generative artificial intelligence (GenAI) using "chat" or prompts. Most prompts should follow these rules: GIVE A ROLE + IDENTIFY TASK + PROVIDE RELEVANT DETAILS + PROVIDE DIRECTION FOR OUTPUT + AVOID AMBIGUITY. An example of this is:

Sample Frameworks for Writing Prompts

PREPARE (Fitzpatrick)	SPICE/PICO	CREATE (Barrett)
Prompt	Setting/Situation/Scenario	Clarity
Role	Perspective/Patient/Problem	Relevant info
Explicit	Intervention, exposure, or test	Examples
Parameters	Comparison intervention	Avoid ambiguity
Ask	Evaluation / Outcome(s) of interest	Tinker/Test
Rate	-	Evaluate
Emotions	-	-

PREPARE:

Prompt: a clear & concise command that avoids ambiguity

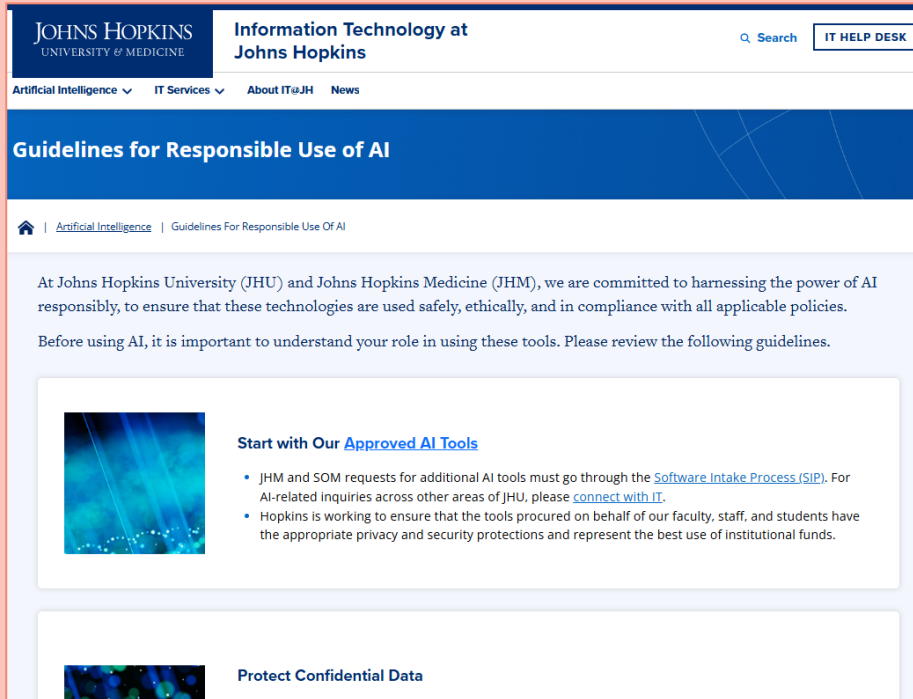
Role: Assign the AI a character/role so it can build context

Explicit: be clear & specific with no presumptions about pedagogical approach & subject

Parameters: Define the scope & boundaries to control the response – e.g. tone, how



Guidelines for Responsible Use of AI and HopGPT



The screenshot shows the Johns Hopkins University & Medicine website. The header includes the university logo, navigation links for Artificial Intelligence, IT Services, About IT@JH, and News, a search bar, and an IT Help Desk link. The main content area is titled 'Guidelines for Responsible Use of AI' and includes a breadcrumb trail: Home | Artificial Intelligence | Guidelines For Responsible Use Of AI. The text states: 'At Johns Hopkins University (JHU) and Johns Hopkins Medicine (JHM), we are committed to harnessing the power of AI responsibly, to ensure that these technologies are used safely, ethically, and in compliance with all applicable policies. Before using AI, it is important to understand your role in using these tools. Please review the following guidelines.'

Start with Our [Approved AI Tools](#)

- JHM and SOM requests for additional AI tools must go through the [Software Intake Process \(SIP\)](#). For AI-related inquiries across other areas of JHU, please [connect with IT](#).
- Hopkins is working to ensure that the tools procured on behalf of our faculty, staff, and students have the appropriate privacy and security protections and represent the best use of institutional funds.

Protect Confidential Data

Today's session highlighted ways AI tools might support teaching and learning. As you consider these ideas, we encourage you to refer to the university's **Guidelines for Responsible Use of AI** to ensure alignment with institutional expectations and best practices.

HopGPT offers members of the Johns Hopkins community secure and easy access to current large language models (LLMs).

We value your feedback!

Scan the QR code below or go to <https://forms.office.com/r/RpbCS5tm2e>

2026 Picnic PD (Professional
Development) with BSPH CTL
Workshop Evaluation Form



We value your feedback!

Please complete the survey. Responses are
anonymous.