

SCREENWRITING WITH AI

人工智能時代的編劇方法

Workshops : Session 2

2.1 GEN AI WRITING WITH YOU

Version 3

周顯揚導演

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SRL DIMENSIONS DEVELOPMENT THROUGH AI CHATBOTS INTEGRATION IN 'SCREENWRITING WITH AI' WORKSHOP

THEORETICAL FRAMEWORK SYSTEMATICALLY GUIDES THE LEARNING DESIGN

FORETHOUGHT PHASE



GOAL SETTING & STRATEGIC PLANNING

In the context of screenwriting education, AI chatbots serve as intelligent planning assistants that help students establish clear, achievable goals and develop effective writing strategies, such as create SMART writing goals. Scene breakdown: Provides customized writing schedules and milestones. Suggests specific strategies for different scenes (e.g., character development, plot structure)



SELF-MOTIVATION BELIEFS

Writing a screenplay is a lengthy and iterative process that requires repeated reflection. It involves constantly encountering failures and setbacks. With the help of an, one can repeatedly ask questions and challenge ideas. In the past, screenwriting students needed to engage in peer reviews, AI ChatBot is that it has no emotions and can provide feedback to students 24/7, offering self-motivation



SELF-CONTROL

AI chatbots serve as dynamic writing partners that help students maintain control over their creative process while developing screenwriting skills. The chatbot supports self-control by offering real-time assistance with script formatting. For example, when a student faces difficulty maintaining focus, the AI can suggest brief writing suggestion or provide structure through scene templates.



SELF-MONITORING

Self-monitoring refers to students' metacognitive tracking of their own learning progress and writing development. In the context of screenwriting education with AI, this process is supported through chatbot interventions. AI serves as a continuous monitoring companion, providing real-time feedback such as scene completion, character consistency, and adherence to industry standards.

SELF-REFLECTION PHASE



SELF-JUDGMENT

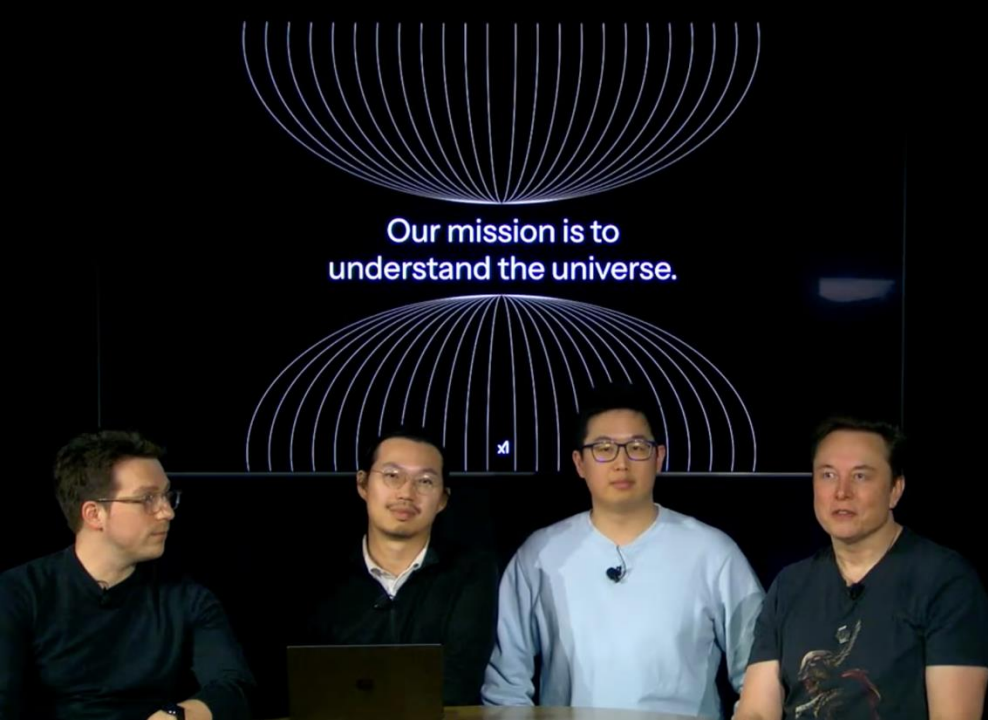
The chatbot facilitates self-judgment by highlighting areas of strength and potential improvement in screenwriting elements such as character development, dialogue authenticity, and plot structure.



SELF-REACTION

Self-reaction in the context of screenwriting education with AI represents how students respond emotionally and adaptively to their writing progress and feedback. The AI chatbot serves as a non-judgmental facilitator of this process, helping students develop healthy reactions to both successes and challenges in their screenwriting journey.

SRL

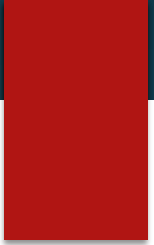


Something New

► Grok 3



Today...



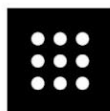
Sharing Session

Your turn...

30 AI tools to use in the classroom



ChatGPT



Perplexity



Curipod



Education
Copilot



Yippity



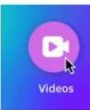
Quillbot



PowerPoint
Spkr. Coach



Grammarly



Canva Bkgrnd.
Remover



YouTube
Summary



SlidesAI.io



Adobe Bkgrnd.
Remove



Speechify



DALL-E



Canva Magic
Write



gotFeedback



Conker



Random Face
Generator



Bing Image
Creator



Formative AI



summarize.
tech



Nolej



Otter



Parlay Genie



ChartGPT



Runway



Hello History



DeepL
Translator



PDF Chatbot



QuestionWell



Assistant Theory (Chow Hin Yeung Roy):

In my opinion, GenAI is very similar to a real-life assistant. For example: creators need assistants, but creators never use what the assistant writes/creates. The duty of assistant are record, organize thoughts, conduct historical/ cultural research, write summary, and scripts discussion, but as creators, we never use what the 'assistant' writes directly. Once you adopt content written by the 'assistant,' the film producer needs to CREDIT him/her with the 'WRITTEN BY' credit, listed after the main screenwriter. With this logical thinking, I believe we can utilize GenAI as a screenwriting assistant.

I hope students can use GenAI in the iterative process of peer reviews, exploring each segment of “Scene Breakdown” with GenAI. We need GenAI to inspire us, help us reflect on whether our ideas are innovative enough, if there are similarities with other authors, what our shortcomings are, and what areas can be improved, etc.

In recent years, many people have explored human-computer interaction (though research has focused on physical machines like VR, AR, XR, robotic arm drawing, UI/UX and so on, like one of my good friend invented “AI-water ink drawing” in HK. By using AI for HCI, the goal is to achieve: Enhancing Creativity, Learning Outcomes, and Industry Preparedness. This is an area that hasn't been researched yet and holds significant research value.)

AI 削弱人類創造力的價值？

許多人認為人工智能（AI）的發展可能會削弱人類創造力的價值。然而，我認為我們應該採取更加積極、樂觀的態度。編劇是一個本質上反覆迭代的過程；完成一部電影劇本的旅程往往漫長、艱難且孤獨。在這個反覆迭代的過程中，創作者經常需要外界的意見和靈感來改進作品。因此，編劇需要具備高度的自我調節能力，以保持動力，應對創作過程中的起伏。

另一方面，當創作者缺乏靈感，陷入創作瓶頸時，他們往往難以取得進展。這種挫敗感會引發孤獨感，甚至使創作者放棄作品。本研究項目旨在探索生成式人工智能（Generative AI, GenAI）是否能在一定程度上成為編劇的創意合作夥伴，為他們的創作過程提供持續的反饋、靈感和建議。通過將 GenAI 融入編劇過程，創作者可以隨時隨地與 AI 進行有意義的創意交流，而不受時間或他人可用性的限制。

如何善用人工智能？三個核心方向

1. 尋找資訊：縮短研究時間
2. 即時回饋：幫助完善創意
3. 反問問題：刺激更深層的思考

學會提問：與人工智能建立有效對話

要充分利用人工智能的潛力，我們需要掌握提問的藝術。問題的質量直接決定了你從AI那裡獲得的答案的質量。這裡有一些實用的提問技巧：

具體而清晰：避免模糊的問題，例如「幫我寫一個場景」。取而代之，試著像這樣提問：
「我需要一個緊張的追逐場景，背景是暴雨中的城市，主角是一名被誤解的警察，應該怎麼寫？」

分步提問：如果你的問題過於複雜，AI的回答可能會過於籠統。試著將問題拆解成多個具體的部分，比如：「如何設計一個令人印象深刻的主角？」「這個主角應該如何成長？」

善用假設問題：假設性問題能幫助你激發更多靈感。例如：「如果主角的秘密被揭露，他的朋友會如何反應？」或「如果故事發生在另一個時代背景，會有哪些不同的衝突？」

人工智能是創作者的伙伴，而非替代者

總而言之，我們明白，人工智能的真正價值不在於它能幫我們「做什麼」，而在於它能幫我們「想什麼」。它是我們創作道路上的一面鏡子，能夠反映我們的想法、拓展我們的視野，並激發我們的潛力，但最終的創意仍然來自於我們自己。

人工智能是工具，創意是靈魂。

當我們學會與AI建立合作關係時，我們不僅能提高效率，更能創造出更具深度與情感的作品。

KHAN AI QUOTES:

“AI tutor does not do the work for the students. Rather, it works alongside them. Within seconds, the AI will provide feedback, highlight areas for improvement, and offer suggestions for how to revise and refine the work. At its best, an education-based AI platform can be the world’s finest assistant and co-collaborator, objective in its assessments and thorough in its analytics, designed to do one thing and one thing only: to sharpen a student’s skills.” (Salman Khan)



The technology is something not to fear but to use. Engagement with GenAI can potentially benefit students by providing new ways for them to learn the material. Enhancing collaborative learning, stoking creativity. (Salman Khan)

**Based on Zimmerman's Cyclical Phases of SRL
(Zimmerman & Moylan, 2009)**



WRITE WITH YOU NOT WRITE FOR YOU

AI 協助寫作，並不是代替編劇完成工作，而是與編劇一起合作。

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AI能夠在幾秒鐘內提供反饋，指出需要改進的地方，提供具啟發性的見解，並提出如何修訂和完善的建議。在最佳情況下，一AI平台可以成為世界上最出色的助手和協作者，能以客觀的方式進行評估，並以全面的分析為基礎，專注於一件事：提升學生的技能。

這項技術並非我們需要害怕的東西，而是應該被善加利用的工具。與生成式人工智能（GenAI）的互動，能為學生提供學習材料的新方式，促進協作學習，激發創造力。

AI 舉一反三的藝術

什麼是舉一反三？

舉一反三，簡單來說，就是從一個問題或答案中延伸出更多的啟發與聯想。對於創作者來說，AI並不僅僅提供一個「標準答案」，它的真正價值在於引發問題背後的思考，從而激發更多的靈感。

在我的經驗中，我將AI Chatbot視作自己的「虛擬助手」，並將它訓練成了解我需求的工具。通過不斷提問、反覆推敲，AI成為了一個能24小時隨時陪伴的創作伙伴。與真人助手相比，AI在某些方面擁有無可比擬的優勢，因為它不會疲憊、沒有情緒，可以無限次地被我們「逼」出答案。

這項技術並非我們需要害怕的東西，而是應該被善加利用的工具。與生成式人工智能（GenAI）的互動，能為學生提供學習材料的新方式，促進協作學習，激發創造力。

與 AI 共同創作，而非由 AI 代寫

「你是與AI一起創作，而不是讓AI替你創作」

舉剪接大師張嘉輝為例：

如何使用真人助手？

真人助手的限制？

與 AI 共同創作，而非由 AI 代寫

「你是與AI一起創作，而不是讓AI替你創作」

賓夕法尼亞大學沃頓商學院副教授 Ethan Mollick 說道。他專注於研究和教授創新與創業，尤其是與人工智能相關的領域。他表示：「對於教育者來說，接受這種變化將變得非常重要，這確實令人感到害怕。當你聽到這些內容時，感到害怕是可以理解的。但我們也應該認識到，很多我們過去讓學生寫文章的方式，在AI出現之前其實並不合理。」

他指出，那些在課堂上寫作能力較差的學生，課堂外寫的文章也同樣不佳。而AI的出現幫助這些學生迎頭趕上，並向他們清楚地解釋他們的技能處於何種水平；對教師來說，AI幫助標記出最需要幫助和關注的學生。他說：「我們不能假裝ChatGPT的出現沒有改變世界。現在已經太遲了，這已經成為現實了。不管我們喜不喜歡，作為教育者，我們都必須適應。」