

HOW WILL CHATGPT CHANGE MY COURSE?

Generative AI & Assessment

Center for the Advancement of Teaching & Learning

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UNIVERSITY of WISCONSIN
GREEN BAY

LEARNING OUTCOMES

After engaging with this presentation,
we hope you can...

- Use the "Generative AI Impact Checklist" to assess how this technology affects your course and learning materials.
- Identify assessments that are easy to undermine with generative AI, essay-writing services and databases, and search engines, while also recognizing assignments that can be enhanced through the integration of generative AI.
- Redesign assessments to be better aligned with course learning outcomes, with or without the use of generative AI tools.

THE CHRONICLE OF HIGHER EDUCATION: NOBODY WINS IN AN ACADEMIC ARMS RACE

"Even though generative AI is a new thing, it doesn't change why students cheat. They've always cheated for the same reason: They don't find the work meaningful, and they don't think they can achieve it to their satisfaction. So we need to design assessments that students find meaning in. That might mean the death of the five-paragraph essay. It might mean the death of language teaching because we're going to have universal translators. It might mean different skills, like AI literacy, that we haven't been teaching. We should think about the human skills that AI doesn't have, like empathy, critical thinking, and analysis, and recenter our curriculum around them. Right now we assume students are developing those transferable lifelong skills through higher ed, but we don't necessarily focus on them as our learning objectives.

We over rely on the end product to assess what students know. We have to figure out how we can assess process. How do we observe students' knowledge and skills as they're being executed rather than depending on a research paper as proof?" ~ Ian Wilhelm

HOW MIGHT AI IMPACT YOUR COURSE?



Your Discipline

How does GenAI affect (or not affect) your specific discipline? How might careers or experts in your discipline integrate GenAI? Will future careers include knowing how to collaborate with GenAI?



Learning Outcomes

How does GenAI affect (or not affect) the core of **what** students need to be able to know or do by the time they complete your course?



Assessments

How does GenAI affect (or not affect) **how** your students will demonstrate what they know or can do for your course?

CATL CHECKLIST FOR ASSESSING GEN AI IMPACT

Step One: Experiment



- Start by inputting your own assignment prompts into ChatGPT and assess its performance.
- Research potential benefits, use cases, limitations, and privacy concerns.

Step Two: Review Your Learning Outcomes



- Reflect on your course learning outcomes.
- Which outcomes lend themselves well to the use of GenAI and which skills go beyond the limitations of AI?

LEARNING OUTCOMES & ASSESSMENT

Learning Outcomes

- The Cornell Center for Teaching Innovation defines learning outcomes as "**measurable** statements that articulate [...] what students should **know**, be able to **do**, or **value** as a result of taking a course or completing a program [...]."
- Often written as an **action verb + learning statement**

Aligning Assessments with Learning Outcomes

Learning outcomes help us:

- Design formative assessments or learning activities that help students develop their knowledge and skills
- Design summative assessments that allow students to demonstrate their knowledge and skills
- Measure student learning based on these two forms of assessment

CATL CHECKLIST FOR ASSESSING GEN AI IMPACT

Step Three: Assess the Extent of AI Use in Class



- To what extent will your course and discipline be influenced by AI?
- Determine the extent of usage appropriate for your course.
- Revisit your learning outcomes based on how you choose to incorporate or not incorporate GenAI.

Step Four: Review Your Assignments/Assessments



- Evaluate whether revisions are needed to make assignments more resistant to or incorporate GenAI.
- Provide alternatives for students who have opted out of signing up for an account for a certain tool.

EXAMPLE COURSE LEARNING OUTCOMES

After completing this course, students should be able to:

- Recognize the complex relationships between artistic movements and how artists throughout history are influenced by both their predecessors and contemporaries.
- Research, evaluate, and synthesize primary and secondary sources related to art history.

OLD ASSIGNMENT PROMPT

Take any of the artists from class or one you choose that is approved by the instructor and write a 500-word persuasive essay on why their work is compelling and important in the context of contemporary art.

REVISED ASSIGNMENT PROMPT

Take any of the artists from class or one you choose that is approved by the instructor and write a 500-word essay in first person on how their work has inspired you personally as an artist. Please connect elements of the artist's work to your own in an authentic way and cite at least two of your own works and two from your artist of choice.

IDEAS FOR ASSESSMENTS THAT ARE LESS SUSCEPTIBLE TO GEN AI USE

Personalization

- Add personal or local relevance to the deliverable.
- Examples: analysis of in-class lab data, a personal artist statement, a business plan for a local store, or a self-reflection on a learning process.

Perspective

- Tie the deliverable to instructor or peer-created materials or activities completed during class.
- Examples: post-activity reflection, synthesis paper that connects a lecture to other sources.

Process

- Create scaffolded assignments in which students submit the deliverable in stages.
- Provide feedback for each stage; have students engage in peer review; or include an opportunity for post-assignment reflection on the process.
- Example: a research paper with separate deadlines for the thesis, sources, and drafts.

Product

- Use an alternative format for the deliverable.
- Examples: poster, presentation, oral exam, in-class essay or quiz.

IDEAS FOR USING GEN AI AS A LEARNING OR ASSESSMENT TOOL

Topic of Analysis

- Use GenAI as the subject of an assignment (e.g., discussion, formal debate, case study).
- Examine issues such as environmental impact, academic integrity and originality, copyright and intellectual property, privacy, bias, data collection, ethics of use, and influence on human labor/and or your discipline.

Learning Tool & Brainstorming

- Encourage the use of GenAI to develop and brainstorm topic ideas or to help with first drafts or outlines.

Students as Editors & Reviewers

- Ask students to critically analyze, check cited sources within, and/or peer review generative AI outputs or have them compare their writing to the AI-generated text.

Prompt Engineering

- Work with students on improving their generative AI skills and the degree to which strategically using specific prompts can impact the nature and quality of outputs.

ASSESSING YOUR COURSE FOR IMPACT: CATL CHECKLIST FOR ASSESSING GENAI IMPACT

Step Five: Update Your Syllabus



- Add a syllabus statement outlining the guidelines you've determined pertaining to generative AI in your course.

Step Six: Prepare to Address Misuse



- Develop a plan for potential instances of suspected misuse.
- Use your syllabus to communicate expectations to students.
- Address and discuss your guidelines and expectations for GenAI usage with students on day one of class.

ADDING A GEN AI SYLLABUS STATEMENT

CATL Syllabus Snippets on Gen AI

- ⑩ Prohibited Use Example
- ⑩ Expressed Permission & Proper Citation Example

In this class, you may have the opportunity to use ChatGPT or related generative AI tools, but only with my expressed permission beforehand. There may be times where we collaborate with these tools during class activities. [...] Therefore, it is entirely up to you to decide whether to use them or not. An opt-out assignment will be provided if you choose not to utilize these tools [...] -

[Example Syllabus Snippet CATL](#)

ACADEMIC INTEGRITY AND GEN AI

Concerns Regarding AI Detectors

- Reliability
- Transparency
- Privacy

"Fundamentally, AI detection is already a very difficult task for technology to solve (if it is even possible) and this will only become harder as AI tools become more common and more advanced."

- Vanderbilt University

Define Your Expectations

- Outline what is acceptable or unacceptable use of generative AI for your course.
- If GenAI can be used, be explicit as to when, where, and how it may be used. Does your syllabus statement apply broadly across all assignments in the course, or does each assignment need clarifications on how AI may or may not be used?

Invest time in *fostering students' learning* over *policing their behavior.*

- Center for Teaching and Learning, Brandeis University

WRAP-UP

CATL CHECKLIST FOR ASSESSING GEN AI IMPACT



Step Seven: Seek Support and Resources

- Engage with your colleagues to exchange experiences and best practices for incorporating or navigating generative AI.
- Stay informed about advancements and applications of generative AI technology.

Key Takeaways

- Use the "Generative AI Impact Checklist"
- Some assessments may need to be revised to be more Gen AI resistant, while other assignments might be enhanced by integrating Gen AI
- Use your learning outcomes to guide revisions to assessments as they relate to Gen AI

CITATIONS & RESOURCES

Learning Outcomes & Assessments

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CITATIONS & RESOURCES

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CITATIONS & RESOURCES

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