

Checklist for Assessing the Impact of Generative AI on Your Course

Step One: Experiment with Generative AI (GAI)

- Experiment** with GAI tools. Test [Copilot](#) (available to UWGB faculty, staff, and students) by inputting your own assignment prompts and assessing its performance in completing your assignments.
- Research** the potential benefits, [concerns](#), and [use cases](#) regarding GAI to understand its potential applications and misuses.

Step Two: Review Your Learning Outcomes

- Reflect** on your course learning outcomes. Use [this resource on AI and Bloom's Taxonomy](#) to identify which outcomes are suitable for GAI, and which emphasize students' unique skills.

Step Three: Assess the Extent of GAI Use in Class

- Assess** how AI advancements will influence your discipline and the [careers](#) in your field. Consider your responsibility [to prepare students for using AI](#) effectively and ethically.
- Decide** the appropriate extent of GAI use in your course. Specify when and how students should collaborate with GAI for designated activities and how they should cite their use ([MLA](#), [APA](#), [Chicago](#)).
- Revisit** your learning outcomes (Step Two) and align them based on course changes identified.

Step Four: Review Your Assignments/Assessments

- Evaluate** how AI can support your learning outcomes. Consider how professionals in your field use AI and identify the skills students need to develop independently of AI.
- View, again**, this resource on [AI capabilities versus distinctive human skills](#) as they relate to the levels of Bloom's Taxonomy.
- Define** AI's role in your course assignments and activities. Specify which parts can use AI collaboration and which can be completed without. Explain the exclusions and how the assignments develop relevant skills.
- Apply** the [TILT framework to your assignments](#) to help students understand the value of the work and the criteria for success.

Step Five: Update Your Syllabus

- Add** a syllabus statement outlining your guidelines on GAI. Refer to CATL's syllabus snippets for examples of [generative AI-related syllabi statements](#).
- Include** revised or new learning outcomes in your syllabus and **emphasize** their importance for career/skill development.
- Address** and **discuss** your GAI guidelines with students on day one. Invite feedback from students to increase understanding and buy-in.

Step Six: Seek Support and Resources

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

Want More Resources?

Visit the CATL blog, [*The Cowbell*](#), for more resources related to generative AI in higher education.