Welcome!

GenAI Workshop: ChatGPT – Upgrade Your Assessments for Learning
Meet the Facilitator

Paul Hadjipieris
Education Specialist
Engaged Teaching Hub
phadjipieris@ucsd.edu
Icebreaker: Common Ground

In groups of 2–3:

Share your name, department, & what are you current thoughts about using ChatGTP in your teaching?

Take ~3 minutes to identify one thing you all have in common.
Goals for Today

- Reflect on GenAI as a tool to enhance assessments in your course.
- Design assessments in a era of GenAI & ChatGTP
- Reflect upon the use of GenAI to support student learning
Intro to Equity in Education

Resources: Getting Started with Equity-Minded Teaching: Course Design and Teaching Practices; How faculty can advance the Latinx/ChicanX Academic Excellence Initiative
Step 1: Identifying Situational Factors

The first step in course design is to carefully assess the situation. Review the teaching and learning context, and where necessary, collect further details. These situational factors set the context for crucial course decisions.
Key Situational Factors:

Specific Context:

- Number of students.
- Course level (lower, upper, graduate).
- Frequency and duration of classes.
- Mode of delivery (live, online, lab).
- Physical learning environment.

General Context:

- University and college expectations.
- Requirements set by curricula or professions.
Key Situational Factors Continued....

Nature of the Subject:
- Theoretical or practical focus.
- Convergent or divergent.
- Current controversies or changes.

Characteristics of the Learners:
- Life situations (work, family responsibilities).
- Previous knowledge/experiences.
- Goals and course expectations.
- Learning styles.

Characteristics of the Teacher:
- Teaching beliefs and values.
- Subject knowledge.
- Teaching strengths and challenges
Direct Instruction: Learning Outcomes: Communicating Expectations for a Course

- What is most valued?
- What must students take away?
- What skills are essential for professional practice in your discipline? (GenAI?)
- What should all students know and be able to do related to your course topic? (Skill-up-GenAI)
Bloom’s Taxonomy

Produce new or original work
- adapt, arrange, collect, compose, create, design, develop, formulate, invent, plan, produce, rearrange, reconstruct, write

Justify a stand or decision
- appraise, argue, assess, conclude, convince, critique, deduce, defend, evaluate, hypothesize, judge, justify, recommend

Draw connections among ideas
- analyze, calculate, compare, contrast, differentiate, distinguish, explain, illustrate, manipulate, modify, predict

Use information in new situations
- apply, chart, construct, demonstrate, illustrate, modify, produce, show, sketch, solve, write

Explain ideas or concepts
- classify, demonstrate, describe, explain, express, interpret, organize, paraphrase, summarize

Recall facts and basic concepts
- define, identify, label, list, locate, match, name, recognize, select, state

Anderson & Krathwohl (2001); Bloom (1956)
Formative and Summative Assessments

**FORMATIVE ASSESSMENT**
Gathering information to guide improvements in ongoing teaching and learning; provide meaningful feedback to students and instructor

**SUMMATIVE ASSESSMENT**
Gathering and reporting information to measure the extent to which students have achieved proficiencies in a course or program

Assessments should be aligned with learning outcomes.
### Outcome-Assessment Alignment

<table>
<thead>
<tr>
<th>Bloom's Level</th>
<th>Example</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>Create</td>
<td>Develop and defend a policy brief informed by existing political phenomena.</td>
<td>Policy proposal, structured debate, research project, oral examination</td>
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<tr>
<td>Evaluate</td>
<td>Assess an existing political institution and recommend evidence-based modifications to improve democratic governance.</td>
<td>Case study, journal article or book critique, learning journal, peer review, video or audio recording</td>
</tr>
<tr>
<td>Analyze</td>
<td>Compare and contrast different forms of government and the significant historical figures represented with each regime.</td>
<td>Literature review, concept map, debate, case study, research paper, discussion forums</td>
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<tr>
<td>Apply</td>
<td>Write an argument supporting a political party platform and integrate relevant evidence from the texts.</td>
<td>Essay, presentation, scenario response, short answer response</td>
</tr>
<tr>
<td>Understand</td>
<td>Explain contrasting political theories from different vantage points.</td>
<td>Discussions, reading summaries, identifying political theories, concept map, true or false quiz questions, group discussion</td>
</tr>
<tr>
<td>Remember</td>
<td>Define relevant vocabulary for international affairs discourse.</td>
<td>Multiple choice, fill in blank, recite, word/definition match, polling questions</td>
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**Authentic Assessment**

**Traditional Assessment**
Comparing Traditional and Authentic Assessment

Drills

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Authentic</th>
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</thead>
<tbody>
<tr>
<td>Selecting a Response</td>
<td>Performing a Task</td>
</tr>
<tr>
<td>Contrived</td>
<td>Real-life</td>
</tr>
<tr>
<td>Recall/Recognition</td>
<td>Construction/Application</td>
</tr>
<tr>
<td>Teacher-structured</td>
<td>Student-structured</td>
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<tr>
<td>Indirect Evidence</td>
<td>Direct Evidence</td>
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“The Authentic Assessment Toolbox” (Mueller, 2018)
Virtual Gallery Walk via Padlet: Authentic Assessment
Five Minute Paper

Step 1: Write for 5 minutes on a prompt: How might you design an assessment that leverages GenAI to support student learning?
Discussion:

Building An Assessment That Leverages GenAI.
Considerations for Equitable Assessment:

- How will students receive feedback about their progress from this assessment, and how will they incorporate feedback into future work?
- Is there an element of choice (where possible) in how students can demonstrate learning for this outcome?

Reflect on Assessment Plan:

- Are there enough low stakes assessments throughout the quarter so that students can learn and fail without extreme penalty?
- Are your assessments aligned overall with your course learning outcomes?
- How are your assessments and policies aligned with your values as an instructor and your goals related to equity and inclusion?
Choose your own adventure - learning outcomes & Assessment edition!

**Rooms 1 & 2:** I got this 😎 I just need time to work岡👍.

**Rooms 3 & 4:** Work time but I still have some questions.

**Rooms 5 & 6:** I am just starting my outcomes and I would like to talk them through.
Support from the Engaged Teaching Hub

We provide **confidential** and **non-evaluative** support for faculty in teaching development.

- **Teaching consultations and classroom observations** provide targeted, evidence-based feedback to support teaching improvement and faculty and student success.

- We collect **early student feedback** to assess student learning and identify manageable changes to courses.

- Request a teaching consultation or observation [here](#).

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**Faculty feedback:**

“I particularly enjoyed the teaching observation and the pre- and post-observation discussions. It was great to have an outsider collect data from my class and to review it. It was nice to be observed without the pressure of being evaluated by a supervisor, and it led me to some honest insights about what is and isn’t working well in my teaching.”
Exit Ticket

Thank You

https://tinyurl.com/2p9vfj7t
References


Owens, M. T., & Tanner, K. D. (2017). Teaching as brain changing: Exploring connections between neuroscience and innovative teaching. *CBE—Life Sciences Education*, 16(2).
