Welcome!

GenAI Workshop: ChatGPT – Upgrade Your Assessments for Learning

Meet the Facilitator

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Icebreaker: Common Ground

In groups of 2–3:

Share your name, department, & what are you current thoughts about using ChatGTP in your teaching?
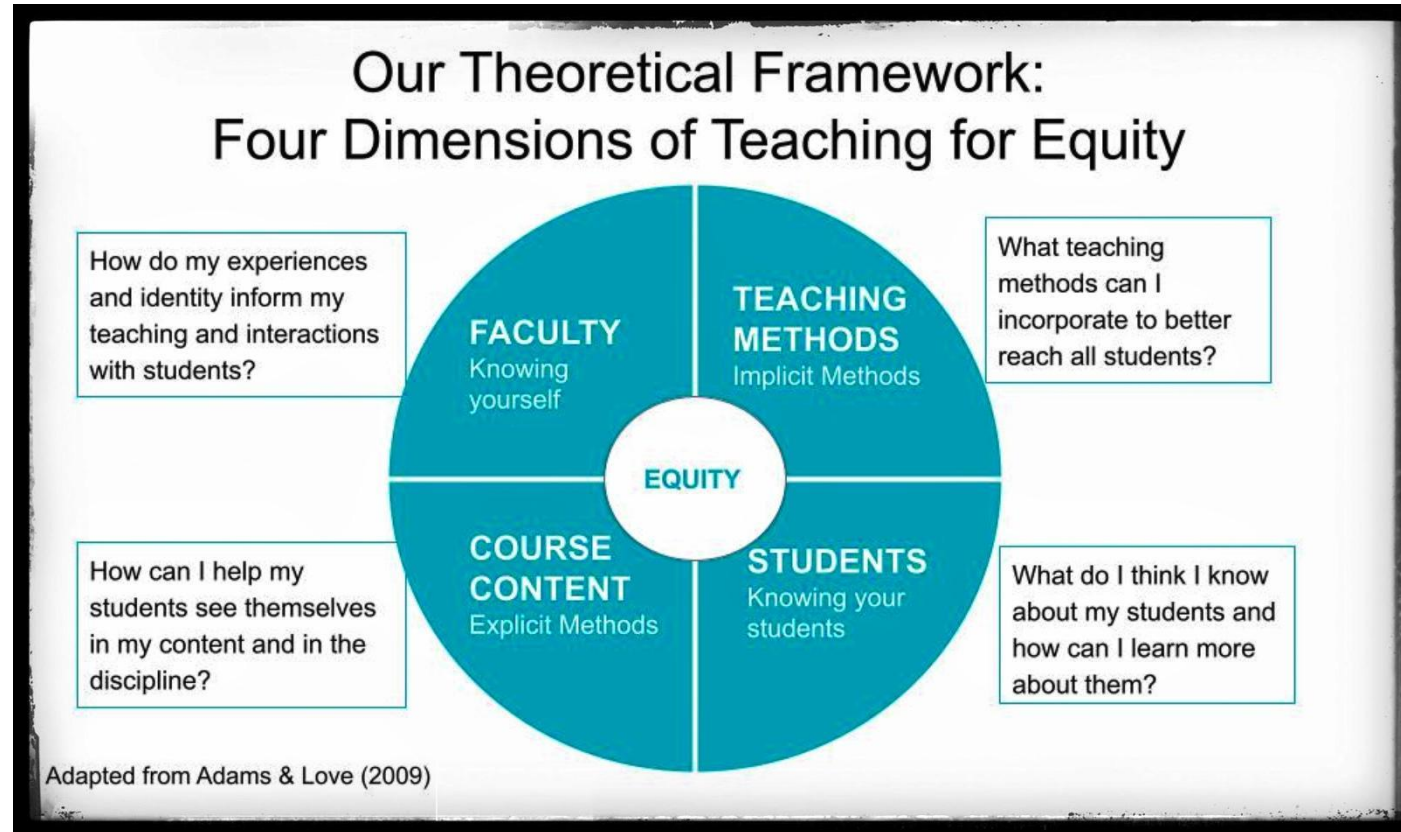
Take ~3 minutes to identify one thing you all have in common.

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

Our Theoretical Framework:
Four Dimensions of Teaching for Equity

How do my experiences and identity inform my teaching and interactions with students?

FACULTY Knowing yourself

TEACHING METHODS Implicit Methods

What teaching methods can I incorporate to better reach all students?

EQUITY

How can I help my students see themselves in my content and in the discipline?

COURSE CONTENT Explicit Methods

STUDENTS Knowing your students

What do I think I know about my students and how can I learn more about them?

Adapted from Adams & Love (2009)

Resources: Getting Started with Equity–Minded Teaching: Course Design and Teaching Practices; How faculty can advance the Latinx/ChicanX Academic Excellence Initiative

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Situational Factors of Your Course

Our Theoretical Framework:
Four Dimensions of Teaching for Equity

How do my experiences and identity inform my teaching and interactions with students?

FACULTY
Knowing yourself

TEACHING METHODS
Implicit Methods

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COURSE CONTENT
Explicit Methods

STUDENTS
Knowing your students

What do I think I know about my students and how can I learn more about them?

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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.

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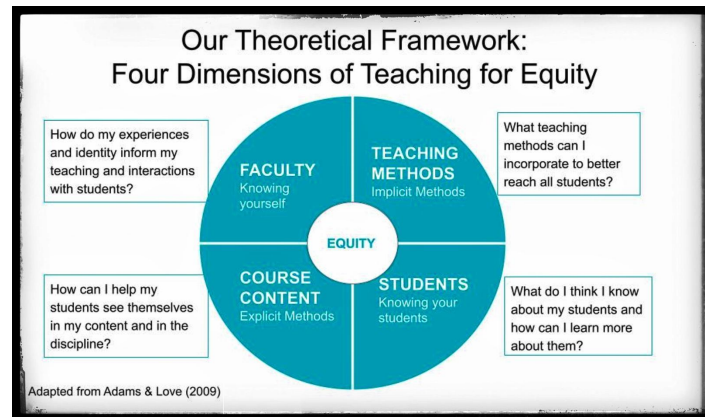
Key Situational Factors:

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.
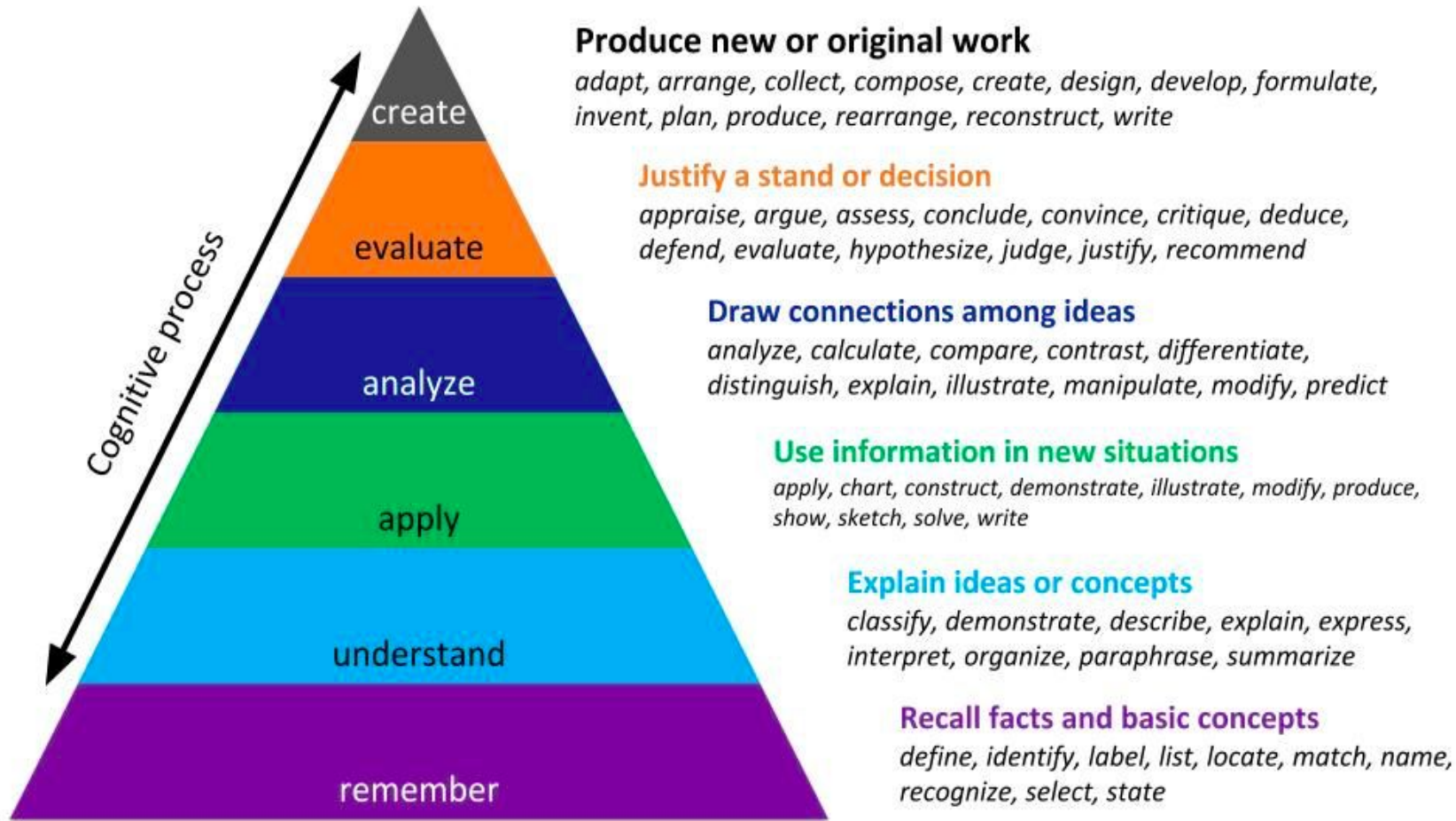- Subject knowledge.
- Teaching strengths and challenges

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)

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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

Cognitive process

create
evaluate
analyze
apply
understand
remember

Anderson & Krathwohl (2001); Bloom (1956)

Formative and Summative Assessments

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Gathering information to guide improvements in ongoing teaching and learning; provide meaningful feedback to students and instructor	Gathering and reporting information to measure the extent to which students have achieved proficiencies in a course or program
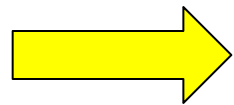
➡ Assessments should be aligned with learning outcomes.

Outcome-Assessment Alignment

Authentic Assessment

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

Traditional Assessment

Comparing Traditional and Authentic Assessment

Drills

Scrimmages

Traditional -- **Authentic**

Selecting a Response ------------------------------------- Performing a Task

Contrived --- Real-life

Recall/Recognition ------------------------------------- Construction/Application

Teacher-structured ------------------------------------- Student-structured

Indirect Evidence --------------------------------------- Direct Evidence

"The Authentic Assessment Toolbox" (Mueller, 2018)

Virtual Gallery Walk via Padlet:
Authentic Assessment

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Five Minute Paper

Step1: Write for 5 minutes on a prompt: How might you design an assessment that leverages GenAI to support student learning?
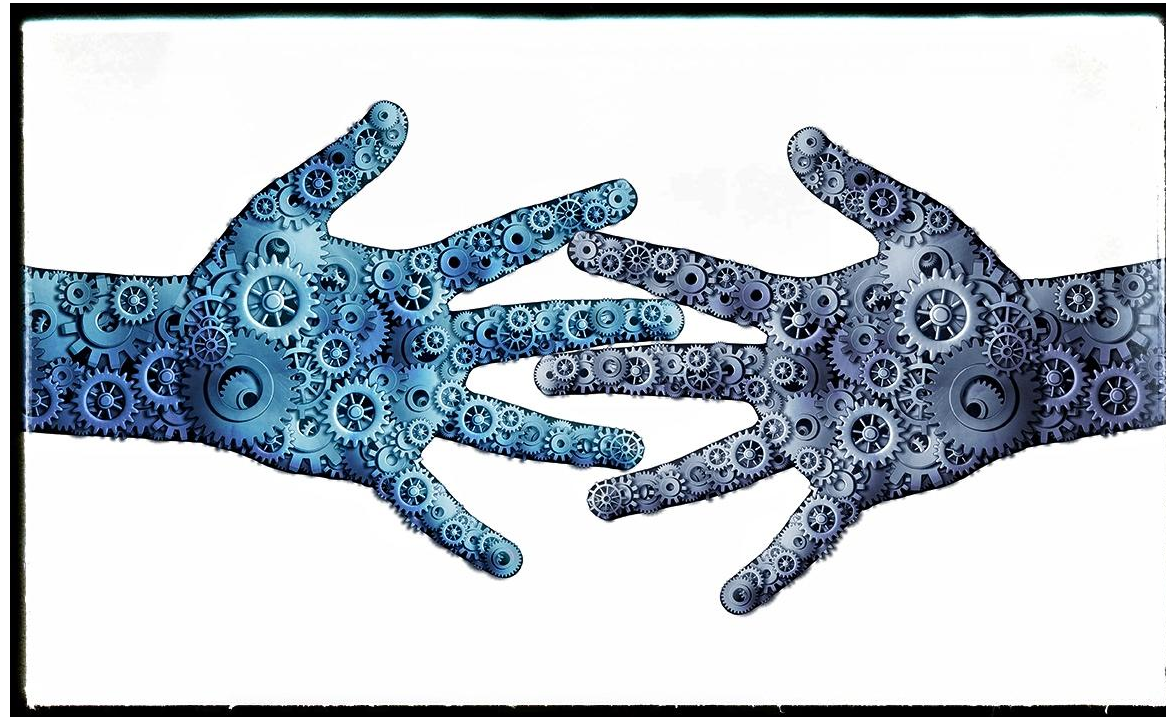
Discussion:

Building An Assessment That Leverages GenAI.

Build Course Assessments

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**?

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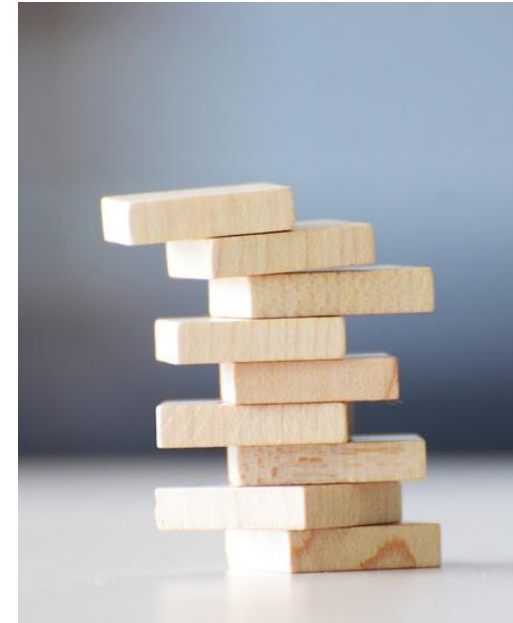
Choose your own adventure - learning outcomes & Assessment edition!

Rooms 1 & 2: I got this 🤓 I just need time to work🤓👍.

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](#).

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

https://tinyurl.com/2p9vfj7t

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