Welcome!

GenAI Workshop: ChatGPT – A Tool to Enhance 21st Century Skills
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 Situational Factors around your course
- Write Course Learning Outcomes which leverage GenAI/ChatGTP
- Reflect upon the use of GenAI to support student learning
How can GenAI & ChatGPT can be used to support student learning in your class?

Waiting for responses •••
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?
- How can I help my students see themselves in my content and in the discipline?
- What do I think I know about my students and how can I learn more about them?
- What teaching methods can I incorporate to better reach all students?

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
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 (Fink, 2014).
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
Step 1: Write for 5 minutes on a prompt: What are the Situational Factors surrounding your course?
Discussion:

What are some of the situational factors surrounding your course/teaching context?
Course Learning Outcomes: Focus on What is Essential

Step 2: By identifying essential situational factors, you can focus on your Course Learning Outcomes.
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)
Write clear & helpful learning outcomes

**Student-centered**
- “Students will be able to________.”

**Break down the task**
- Describe what students will know or be able to do in language that a novice learner could comprehend.

**Action verbs**
- Use action verbs based on the desired level of thinking that focus on concrete actions and behaviors.

**Measurable**
- Is it clear how you could assess this outcome?

Ambrose, et al., 2010
Course Learning Outcomes: Examples

After taking this course, students will be able to...

Mechanical Engineering (UCSD): ...given an experimental dataset and available analytical and computational models, be able to **evaluate** the data set, and **extract** meaningful trends and conclusions.

Introduction to Academic Research and Writing: ...**define** a research question about a topic that is appropriate to a specific academic discipline.

Introductory Oceanography: ...**explain** interrelationships of oceans to other Earth Systems.
Course Learning Outcomes: GenAI Examples

After taking this course, students will be able to...

Introduction to Academic Research and Writing: ...Dialogue with ChatGTP to define a research question about a topic that is appropriate to a specific academic discipline.

Utilize ChatGPT effectively to review, debug, and refine their code, ensuring its accuracy and efficiency.

Demonstrate proficiency in identifying errors and inaccuracies in their data analysis and programming tasks with the assistance of ChatGPT.

Integrate ChatGPT as a supplemental learning tool to enhance their understanding of complex data science concepts, seek clarification on topics, and engage in interactive problem-solving sessions.

World Civilization II: Use ChatGTP to critically analyze and evaluate various historiographical sources, distinguishing between their arguments, and formulating coherent analysis about the historical event.
Bloom’s Taxonomy

Cognitive process

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)
Choose your own adventure - GenAI/ChatGTP learning outcomes edition!

Rooms 1: I got this 😆 I just need time to work 😆👍.
Rooms 2: Work time but I still have some questions.
Rooms 3: 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

Thank You

https://tinyurl.com/2p9vfj7t


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