

Generative Artificial Intelligence in Curriculum Development

Coventry University
Curriculum Development Team,
Academic Enhancement and
Professional Development.

Aims and Objectives

To highlight the need to consider the position of GAI in your curriculum

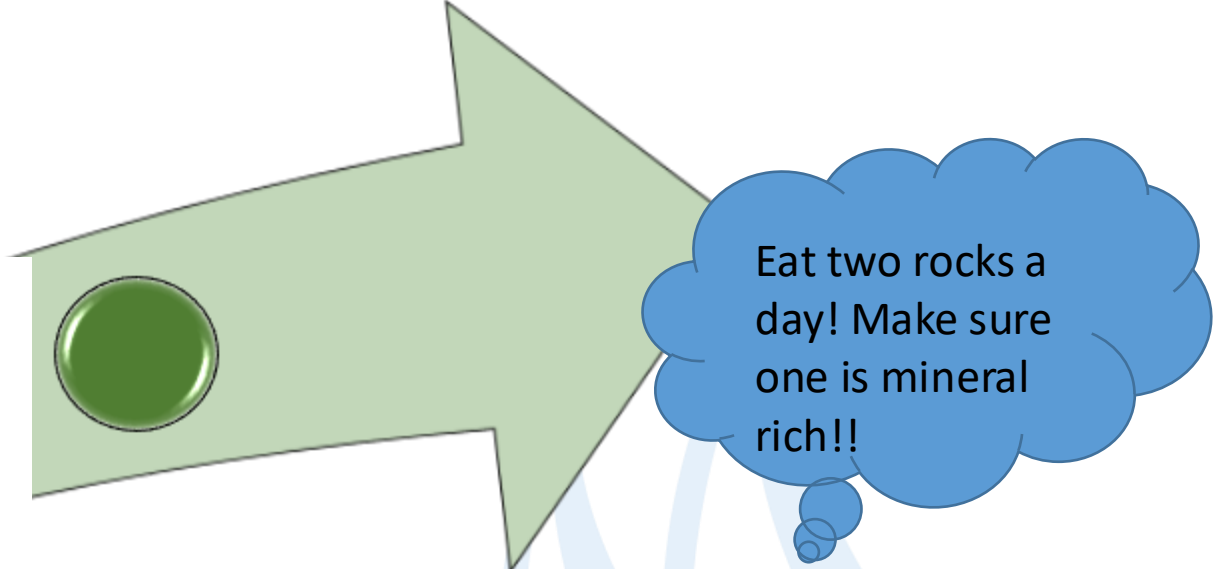
Understand the University's strategic direction in relation to GAI

Recognise the potential benefits of incorporating GAI into the curriculum for staff and students

What is Artificial intelligence

We will be focusing on
Generative Artificial
Intelligence today.

Generative
AI (GAI)



Eat two rocks a
day! Make sure
one is mineral
rich!!

Algorithms trained on
large sets of language
use data. Designed to
create original content.

Typical concerns with GAI

GAI will be used to cheat

- Yes. AI is out there and will be used very much as Essay Mills and ghost writers are, if we ignore it.
- By acknowledging this and working with GAI we can mitigate the worst of these impacts

We need to stop students from using GAI

- No: We cannot possibly prevent the use of GAI.
- In many cases it cannot be reliably detected.
- A simple ban will have negative pedagogic impacts on students.

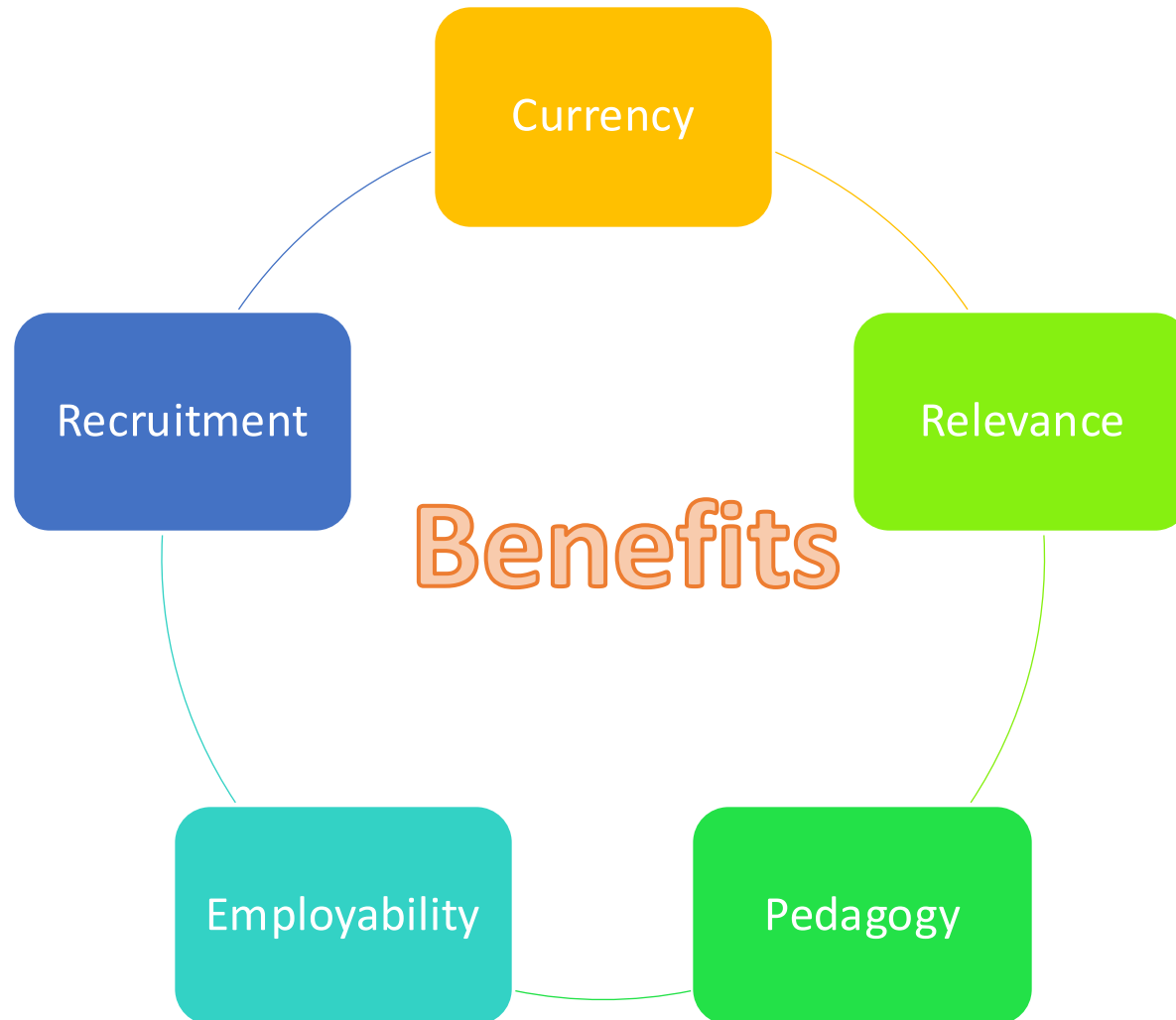
GAI is a threat to academic integrity

- Yes absolutely.
- The only way we can mitigate this threat is by embracing what GAI has to offer by way of academic enhancement.

GAI cannot or should not be applied to this field/discipline

- This may currently be the case, although it is likely there will be few instances where GAI cannot be constructively leveraged.
- What about the future, can your staff or students be at the forefront of the vanguard to revolutionise your field.

What are the benefits?



- ❖ GAI is a thing, it is present in the world, academia cannot ignore it or hold back the advancing tide.
- ❖ The development of GAI is ongoing and unless we embrace the new technology very quickly we may become irrelevant.
- ❖ If we are to ensure our students are able to operate in the modern and future world we owe it to them to help develop their skills and ethical compass.
- ❖ Our competitors will engage with GAI, potentially impacting on our ability to recruit students.

Our ask is that course teams think about how GAI can be integrated, introduced or utilized within their delivery or content.

Two general areas

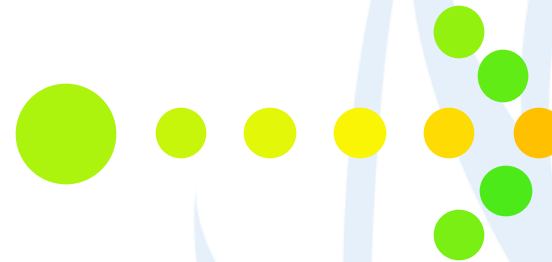
Curriculum
Development



Assessment



These areas are not mutually exclusive. In order to consider the impact of GAI in one, we must consider how we intend to utilise GAI in the other.



When considering any course change, or course development or assessment changes, we do ask that colleagues consider how GAI will impact the new curriculum and how GAI can be better used.

How do you want students to use GAI?

- Inspiration
- Planning and management
- Sources and data collection
- Summarising and consolidating notes and sources
- Analysis
- Composing
- Translation
- Presentation
- Checking

Mary Davies.....detecting learning?

GAI Integration

- ❖ A certain amount of training **will** be required.
- ❖ It could include how to use GAI in the way the **course team require**.
- ❖ Should also contain guidance on the **ethics** of using GAI.
- ❖ How to **cite and reference** the use of GAI.
- ❖ You may wish to specify the **specific GAI platforms** students can use.
- ❖ Separate **substantive delivery on how GAI** is impacting on your field or discipline area.
- ❖ How GAI might be used to drive forward the **professional status quo**.
- ❖ This could be an exciting development for **projects**



Assessment Briefs

What Next?



Final Word: our call to arms...

Please consider...

Identifying how GAI may be harnessed and utilised in your field or discipline

Identifying how GAI can be introduced to students through your curriculum

Try to identify time to be set aside to provide guidance on students' ethical use of GAI.

Remind students that misuse of GAI is still an academic integrity issue which will be dealt with appropriately.