



ChatGPT Edu for Course Design

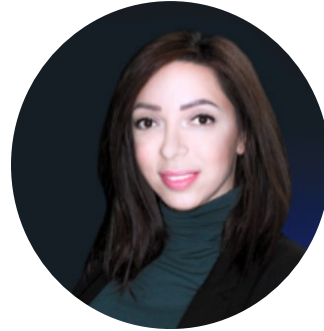




ChatGPT Edu | Meet the Team



Dr. Fadi Muheidat
TRC Director and Associate Professor of
Computer Science & Engineering
Fadi.Muheidat@csusb.edu



Tracy Medrano
Instructional Designer – FCE IDAT
Tracy.Medrano@csusb.edu



Mandy Taylor
Instructional Designer – FCE IDAT
ajtaylor@csusb.edu

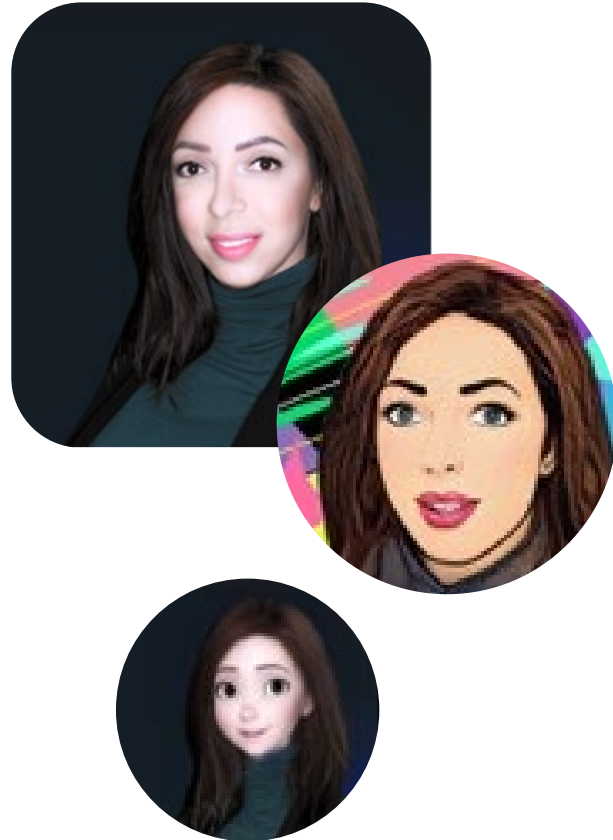


Elizabeth Viramontes-Shisler
Instructional Designer – FCE IDAT
EViramon@csusb.edu



ChatGPT Edu

Introduction



Tracy Medrano, M.A.



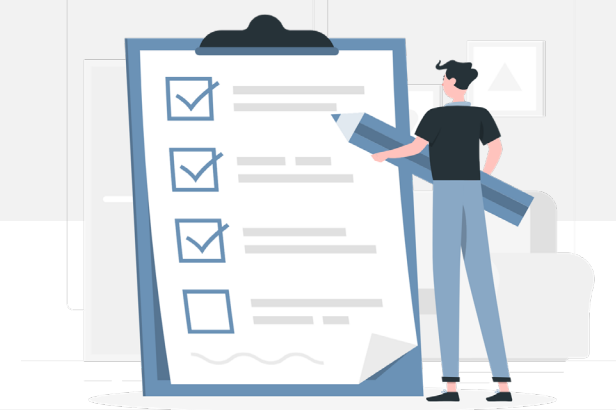
Instructional Designer, CSUSB Faculty Center for Excellence – IDAT

Lecturer, CSUSB Department of Educational Leadership and Technology



Quality Learning & Teaching (QLT) Course Manager, CSU Office of the Chancellor

Goal



1. Explore practical way to leveraging ChatGPT to develop course content that aligns with learning objectives.

2. Apply prompt-engineering techniques to optimize ChatGPT-generated content as a resource for course design.

3. Identify how ChatGPT can be integrated into the course design workflow to enhance accessibility and support Universal Design for Learning (UDL).

4. Identify limitations of ChatGPT, including accuracy, bias, privacy, and pedagogical implications.

Perspectives: Educators using AI

50% of educators use AI themselves for lesson planning. (EDNC)

Recent studies indicate that **50% of educators are utilizing AI technologies to assist with creating lesson plans**, demonstrating the growing acceptance of AI as a valuable resource in educational planning.

37% of educators use AI to generate classroom materials like tests and assignments. (EDNC)

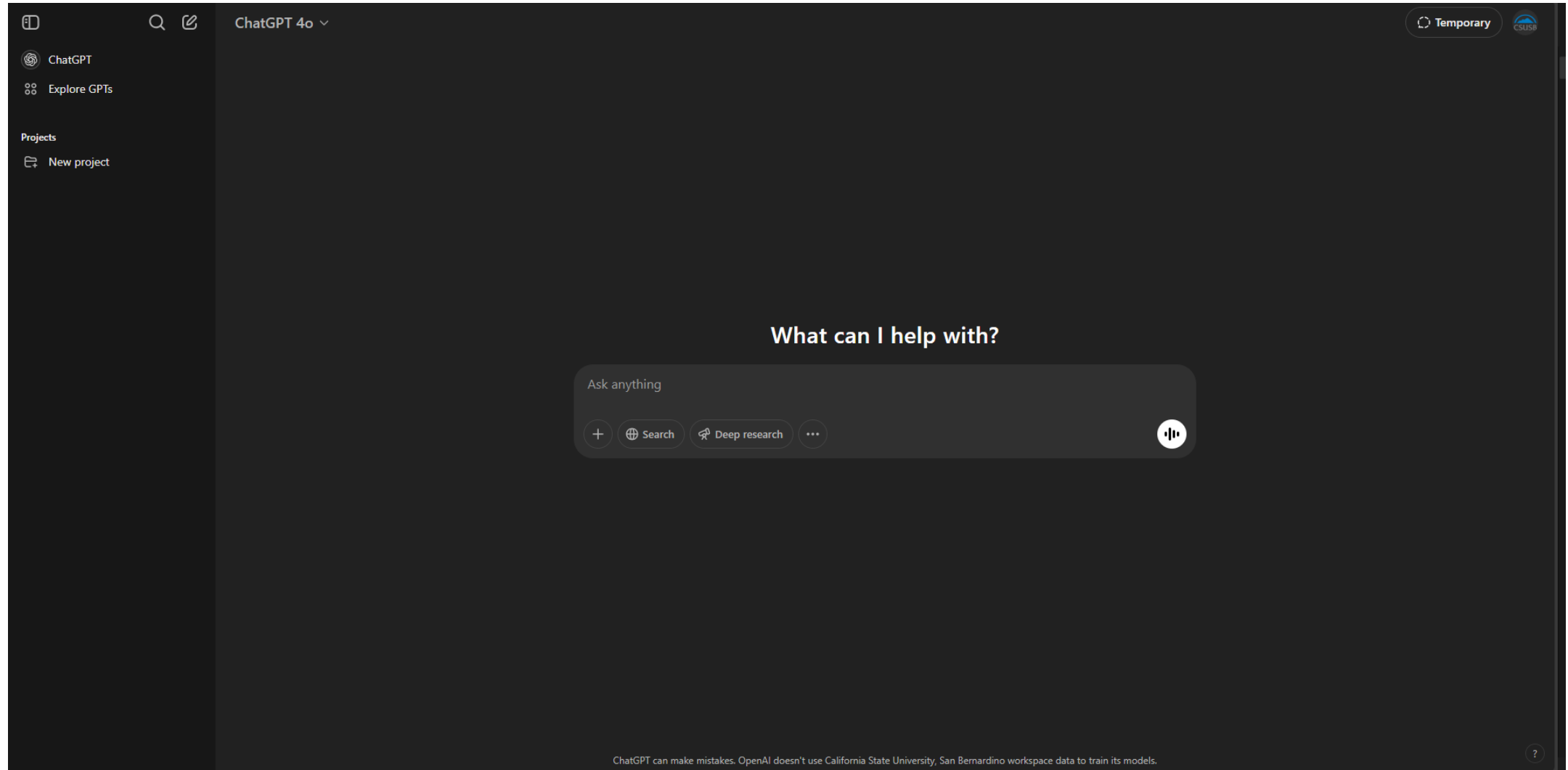
Nearly **4 out of 10 educators use AI tools to create educational materials** such as tests and assignments.

44% of educators use AI for research. (EDNC)

Nearly **half of teachers are using AI tools to aid in research**, utilizing these technologies to access information and analyze data more efficiently.



Live Demo | Explore practical ways to use ChatGPT to develop course content that aligns with objectives



Prompts | Effective techniques to yield the best ChatGPT results

1. Be Clear and Specific
2. Provide Context: Giving the AI more context can help it generate more accurate and relevant responses.
3. Set Parameters: Define the format or style you want the response in.
4. Use Examples: If possible, include examples in your prompt to guide the AI.
5. Use Role-Based Prompts
6. Ask for Step-by-Step Explanations
7. Repeat and Refine: Sometimes the first output may not be perfect. Repeat your prompt by refining and tweaking it based on the AI's responses to get closer to your desired output.
8. Open-Ended Questions
9. Specify the Audience
10. Request multiple Options

UDL & Accessibility | Increasing Access with ChatGPT

Universal Design Theory for Learning (UDL) principles include incorporating:

Multiple means of representation

Multiple means of action/expression

Multiple means of engagement



Limitations | ChatGPT is Not Perfect

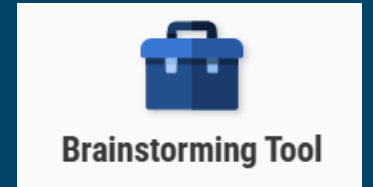
1. Bias & Misinformation
2. Data Privacy & Confidentiality
3. Over-reliance on AI
4. Lack of Human Connection
5. Loss of Pedagogical Intent
6. Quality & Accuracy of AI-Generated Content
7. Intellectual Property & Copyright Issues



AI | Resources & Tools

AI tools can be leveraged to support our development and alignment of:

- Learning outcomes: Claude & Brainstorm tools



- Assessments: Learning Studio AI

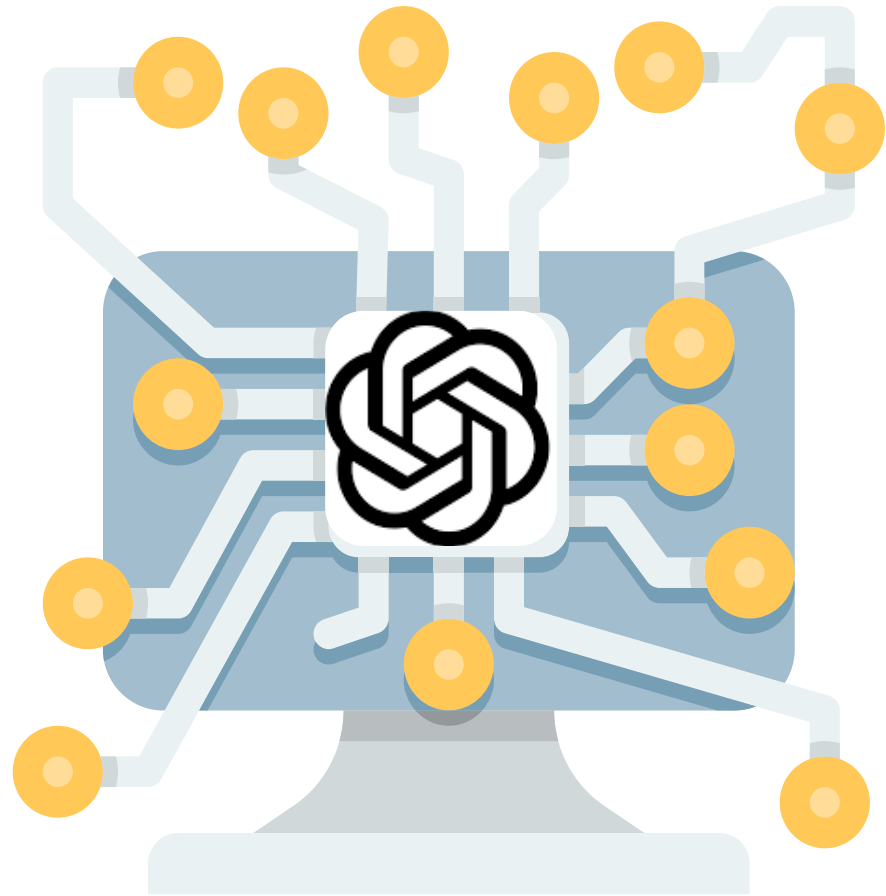


- Instructional materials: Canva > AI apps



Other Resources:

- There are many useful AI tools: theresanaiforthat.com



ChatGPT Edu for Faculty workshops

ChatGPT-Resistant and ChatGPT-Augmented Assignments and Assessments (Th 3/13 11-12 pm by Zoom)

Overview of some strategies to apply ChatGPT to your current and future courses, with an eye both to innovating with the power of this new tool but also taking measures against its academic integrity violation temptation.

Creating Custom GPTs in ChatGPT (M 3/17 11-12 pm by Zoom)

CSUSB's instance of ChatGPT permits the creation and sharing of custom GPTs. Join us to explore some productive uses of custom GPTs and how to create your own.

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Contact Us

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✉ fce@csusb.edu

📍 PL-4005

Office Hours

Monday - Friday:
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FCE Reservations

Main Number: 909-537-7684

Canvas and instructional design support:
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Thank you!