



Group 2: AI, Assessment, and the Educator; An Educator Centred-Perspective

Part I: Setting Context

What class would you like to develop these materials for?	
What is your audience for this class (novice first/second year students; expert third/fourth year students; graduate student; staff/faculty)?	
What is your class size?	
How does your course fit into a larger curricular context? (i.e., What are the course pre-requisites, if any? What are the course co-requisites, if any? What are the downstream course(s), if any?)	
Do you have any special considerations about your course that need to be accounted for?	

Some helpful resources:

- i) UBC CTLT Generative AI resources: <https://ai.ctlt.ubc.ca/>
- ii) Privacy Impact Assessment: <https://ai.ctlt.ubc.ca/privacy-impact-assessments-for-generativeai-instructional-use-at-ubc/>
- iii) Suggested syllabus language: <https://academicintegrity.ubc.ca/generative-ai-syllabus/>

Part II: Goal Setting

What are your goals for this activity?	
What are some learning outcomes you would like to set for your students?	



Part III: How Will You Use Generative AI?

Scenario A: You have existing materials you want to adapt

Options include: you want to take something that is passive learning and adapt it to be active learning; you want to update an assignment rubric; you want to create discussion questions; you want to update your learning outcomes; other.

Scenario B: You want to develop something brand new

Options include: you want to develop case studies to use in class; you want to create a new lesson plan; you want to create discussion questions; other.

What do you want to develop? Use the space below to jot down some ideas.



Part IV: Engineer Your Prompts

Using the “Engineering a Good Prompt” worksheet, work and refine your prompt to create an assessment you like. Be **specific** about audience, time needed, and deliverable. An example of a good prompt is provided below.

Example:

“Take the role of [*offer academic year and course*].

Create a clear evaluation rubric for students in the form of [*select table/point form/paragraph*] using clear and direct language. The rubric should have the following components: [*include components such as scoring/scale, criteria, assignment criteria, learning outcomes*].

The rubric should use the following curriculum standards for [*grade(s) here*]. [*Put your standard(s) here*].

Use the following scoring scale: [*scale here*].

Include the following criteria for each element of the scoring scale above: [*include criteria here*].”