Information Sheet - Part 1 of 2

How can I use GenAI to support subject design?

Uses

Your expertise and judgement as an educator is vital to the successful and ethical use of GenAI to support subject design. For example, you can have a 'chat' with ChatGPT to explore, critique, and modify ideas about:

- subject titles, descriptions, learning outcomes, topics, and key concepts (i.e., curriculum)
- assessment items, marking criteria, and feedback (i.e., assessment)
- learning activities, materials, and technologies (i.e., teaching).

GenAI can assist to critique subject design from different perspectives or to help customise subject design to fit the University's principles and priorities. For example, GenAI tools can be used in a broader design process that involves:

- generating and arranging topics and key concepts
- writing four learning outcomes for a subject arranged in developmental order
- including key concepts for a topic that relate to sustainability or global challenges
- critiquing subject topics and keywords for inclusion
- generating and weighting assessment criteria and descriptors for a specific task
- suggesting seminal readings related to a specific topic
- suggesting learning activities involving digital technologies
- writing short-answer quizzes related to learning materials.

Abuses

GenAI is a powerful tool to assist productivity, however, like any tool, it can be abused. So, when using ChatGPT for subject design, do not:

- use it as a replacement for diverse expertise
- include personal or organisational identifiers (e.g., coordinator or university names)
- input private or protected information (e.g., student assessments)
- assume that learning materials or references are real (e.g., fake references)
- assume that the output is authoritative or objective (e.g., biased foundational models).

Prompts

Just like a human conversation, you will need to use appropriate prompts to get the most out of GenAI. You can even prompt a role for your chat (e.g., 'You are an expert educational designer' or 'take a contrary position') to frame part of a conversation.

Here are some useful prompt keywords that allow you to create, modify, sequence, align, and review your subject.

Prompt Type	Keywords
Creation	Create, Write, List, Design, Suggest, Provide, Generate
Modification	Modify, Refine, Refocus, Rewrite, Redesign, Revise, Change
Sequencing	Sequence, Arrange, Organise, Order, Structure
Alignment	Align, Relate, Connect, Link, Associate
Review	Review, Critique, Assess, Analyse, Evaluate, Rebut, Oppose

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Information Sheet - Part 2 of 2

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Examples

The following table offers some generic prompts to stimulate thinking about subject design. To recall, these prompts should be used to assist, not replace, expert subject design. Prompts can be combined in different ways to support the review and modification of existing designs. The 'X' can be replaced with any relevant modifier, including:

- **numbers** (learning outcomes, topics, key concepts, assessment items)
- **JCU Model principles** (Job ready, Globally engaged, Culturally competent)
- **JCU teaching priorities** (Active learning, Blended learning, UDL, Constructive alignment, Inspiration)

- **subject topics and key concepts**
- **assessment types** (summative) and methods (portfolio)
- **learning materials** (journal articles, summaries, videos)
- **learning technologies** (online surveys, websites, vodcasts, multimedia presentations).

		Sample ChatGPT Design Prompts
	Role	▪ You are an expert in (x) giving advice to a (x).
CURRICULUM	**Learning Outcomes**	▪ Write (x) learning outcomes for a (x) university subject on (x). ▪ Modify or add (x) learning outcome/s to account for a focus on (x). ▪ Review and critique (x) learning outcomes from the perspective of (x).
	Topics	▪ Write (x) topic headings with brief descriptions for this subject. ▪ Reorganise these (x) topics into (x) topics. ▪ Modify (x) topic/s to account for a focus on (x). ▪ Arrange these topics in a sequence that reflects (x).
	Key Concepts	▪ List (x) key concepts for each topic. ▪ Modify or add (x) concepts to account for a focus on (x). ▪ List (x) issues, tensions, or oppositions relevant to each topic. ▪ Modify or add (x) tensions or oppositions to account for a focus on (x).
ASSESSMENT	**Assessment Items**	▪ Write (x) assessment items for this subject. Make sure the assessment aligns with the learning outcomes. ▪ Modify (x) assessment item to account for the university's focus on (x) and the subject's focus on (x). ▪ List (x) marking criteria for assessment (x).
	Assessment Support	▪ Add descriptors for criterion (x) that describe the standard for good and bad responses. ▪ Write (x) tips to help students prepare assessment (x). ▪ Write (x) tips to help student avoid plagiarism in assessment (x). ▪ Suggest (x) real resources to support preparation for assessment (x). ▪ Review and critique assessment item (x) from the perspective of (x).
TEACHING	**Learning Activities**	▪ List and briefly describe (x) possible learning activities for topic (x). Make sure the activities align with the learning outcomes. ▪ Modify (x) learning activity to account for a focus on (x). ▪ Review and critique learning activity (x) from the perspective of (x).
	Materials	▪ List (x) educational technologies to support learning activity (x). ▪ List (x) real learning materials to support topic (x).
	Technologies	▪ Modify (x) to include (x) type of material or resource. ▪ Write an (x) to support and encourage students to (x). ▪ Review and critique learning material (x) from the perspective of (x).