How does generative AI impact constructive alignment?

LEARNING OBJECTIVES

What will students (not) have to know, given the availability of tools such as ChatGPT?

ASSESSMENT METHODS

How can we distinguish between what the student knows and what generative AI "knows"?

TEACHING ACTIVITIES

How (if at all) can generative AI be used to transmit relevant knowledge & skills?

Example: Philosophy & Ethics of AI course

LEARNING OBJECTIVES

Less emphasis on production of structured argumentation, more emphasis on critical evaluation

ASSESSMENT METHODS

Distinguish the student's ability to argue from generative AI's ability

TEACHING ACTIVITIES

Less (unassisted) writing, more AI-assisted generation of arguments

CHALLENGE

Students will use tools such as ChatGPT to develop arguments.

The course should adapt and help them use generative AI effectively for argument development, while still ensuring valid assessment.

RESPONSE

Students will be tasked to write an essay, and will have the choice to use a tool (such as ChatGPT) or not.

If they choose to use such a tool, they will be graded on the quality of the final product as well as the quality of the prompts.

The rubric will focus on the prompts students use to generate essays.

Do they reveal knowledge of the course material? Do they demonstrate ability to critique and improve the argument?

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