The Cupola
Scholarship at Gettysburg College

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JCCTL Mailer – July 27, 2023

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Abstract

Updates on training and support and useful pedagogical resources compiled and sent by the JCCTL on July 27, 2023.

Contents: Ongoing generative AI support

Keywords

JCCTL, higher education, pedagogy, teaching and learning

Disciplines

Curriculum and Instruction | Educational Technology | Higher Education | Higher Education and Teaching

JCCTL mailer - ongoing generative AI support update

We've had many productive and time-saving conversations on whether and how to engage with generative AI tools this fall, and we look forward to welcoming you to upcoming sessions below.

We will also begin releasing some asynchronous updates in the next few days, so please look out for those in the Digests and JCCTL mailer (email jcctl@gettysburg.edu to subscribe).

Join us on Zoom to have a structured conversation on your next steps with Gettysburg colleagues.We look forward to seeing you at the upcoming open Zoom sessions:

TOMORROW: Fri, 7/28: 9:30 – 10:20 AM
Tue 8/1: 2:30 – 3:30 PM
Wed 8/2: 12 – 1 PM

These sessions are intended to help you get underway and move forward on your path on incorporating (or not) gAI in your work, and to provide feedback for us as we design further resources.

If you are relatively unfamiliar with gAI tools, take a look at this 3-minute video segment of Computer Science professor Clif Presser explaining how large language models like ChatGPT work, and why that matters for you and your students. The regularly updated resource guide that resulted from our January gAI session can be accessed here.

If you are wondering what other gAI tools exist, this resource provides a comprehensive overview of the many gAI tools out there.

As you prepare for the fall, **our strong recommendation** is that you decide which gAI shortcuts you consider to be beneficial vs. counterproductive in the context of your course and assignment learning goals. What do you need your students to take away from your course, and how will you assess student learning in light of these changes? Which gAI policy best supports learning in your space?

Once you have decided on the position you take on the use of gAI in your course, your next steps ought to be:

1. Write a policy for your syllabus that helps students understand how they are and are not allowed to usegAI tools in your class (for starters, consider this policy repository) and plan to discuss your stance on the first or second day of class.
   Programming to expect from JCCTL: gAI policy design support

2. **(the hardest step)** Revisit your assessment structure and your individual assessments. What changes do you need to make to align them with your position on gAI?
   Support to expect from JCCTL: workshops for revising assessments (differentiated by assessment type)

3. Plan ahead: What will you do when you suspect gAI use that is contrary to my stated policy?
   Support to expect from JCCTL: gAI and the honor code

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