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| Table 1: | Initial set up and working menu information |
| Title of workshop: | CPD9-Generative AI in Higher Education |
| Duration: | 2 ½ hours |
| Minimum Number: | 4 |
| Maximum Number: | 20 |
| Modality: | Online / F2F |
| Grouping: | Bath Spa Project |
| Number of facilitators | 1 |
| Link to Resources: | BSU Folder |
| Trained Facilitators: |  |
| Cost: | NA |

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| Table 2: | Aims, Learning Outcomes, Keywords |
| Aims: |  |
| Learning outcomes: | 1. Understand the fundamental concepts of Generative AI and its applications in education. 2. Explore how Generative AI can enhance learning, teaching, and assessment. 3. Discuss strategies for maintaining academic integrity when using Generative AI in assessment. 4. Develop rubrics to assess Generative AI-assisted student work. 5. Identify ways to guide students in the ethical and creative use of Generative AI tools. |
| Keywords: | Learning, Teaching & Assessment | BSU | Lecturer | Quality Assurance and Quality Enhancement | Experience |

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| Table 3: | indicative Content, Assumed Knowledge, Detailed Structure |
| Indicative Content: | * What is Generative AI and introducing some of the major technologies * Generative AI + copyright, GDPR and IP * How students are using Generative AI in their studies * Examples of how Generative AI can be used for teaching * Generative AI and prompts * Academic Integrity in the Generative AI age * Generative AI and assessment - thoughts and reflections * BSU approaches to Generative AI in their educational provision |
| Assumed Knowledge: | This is an introductory workshop and will therefore not assume previous knowledge related to the session aims and learning outcomes. |
| Detailed Structure: | Please see the section below. |

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| Table 4: | Method of assessment and Feedback Strategy |
| Modality: | No formal assessment for this workshop. |
| Feedback strategy: | This is an interactive workshop designed to promote dialogic engagement and feedback. Throughout the session there will be facilitator and peer feedback in response to activities as well as open Q&A. Additionally, there will be structured follow-up activities for participants which will comprise reflective activities and online quizzes. An ‘open ‘Padlet’ will be used where participants can post questions to seek future support, feedback and guidance. |

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| Table 5: | Evaluation |
| Link to questionnaire: | TBC |
| Link to analysis: | TBC |

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| Table 6: | Environmental sustainability |
| Considerations: | To support environmental sustainability, the following considerations have been applied when designing this workshop. |
| Actions: | * Printing will only be undertaken when required. * Central copies of materials will be used to reduce digital storage and CO2 production. * If possible, delivered online to reduce transport. |

| Table 7: | Resources |
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| Considerations: | To support the delivery of this workshop the following resources are suggested |
| Resource | * A digital canvas will be used where participants can post questions to see future support, feedback and guidance. Technological solutions include Padlet/Zoom WhiteBoard/Lucid Spark as examples. * Online polling software (optional) * Online conferencing software - for example Teams / Zoom * The ability to use online chat * The ability to record a session and make it available for future use. Suggestion is to also include automatic transcription and potentially Generative AI to enhance future use. * Breakout rooms |

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| Appendix 1: | Detailed workshop structure |  |  |
| Time (mins) | Detail | Facilitator Activity | Participant Activity |
| 0-5 | Slides 1-3 - Introduction to the session | Presentation | Sharing names and roles |
| 6-30 | Slides 4-6 - What is Generative AI? This includes the activity exploring current experiences of Generative AI | Presentation & then facilitation of group activity. | Engaging in the presentation and then group work on Generative AI tools they have used. |
| 31-50 | Slides 7-11 - Risks of using Generative AI. This includes a group activity exploring what is the worst that can happen. | Presentation & then facilitation of group activity. | Engaging in the presentation and then group work on Generative AI risks and issues |
| 50-60 | Slides 12-14 - How are students using Generative AI? | Presentation | Engagement and questions and answers |
| 61-75 | BREAK |  |  |
| 76-90 | Slides 15-20 - Generative AI and Learning & Teaching | Presentation and discussion | Engagement with presentation and discussion |
| 91-120 | Slides 21-29 - Generative AI and assessment + academic integrity. This includes activity exploring assessment and Generative AI and possible changes that need to be made to protect the integrity of the provision | Presentation and discussion | Engagement with presentation and discussion. Then group work on assessment changes |
| 121-135 | Slides 30-37 - Generative AI and BSU approaches | Presentation | Engagement and questions and answers |
| 136-150 | Slides 38-42 - Summary, close and next steps | Presentation | Engagement and questions and answers |