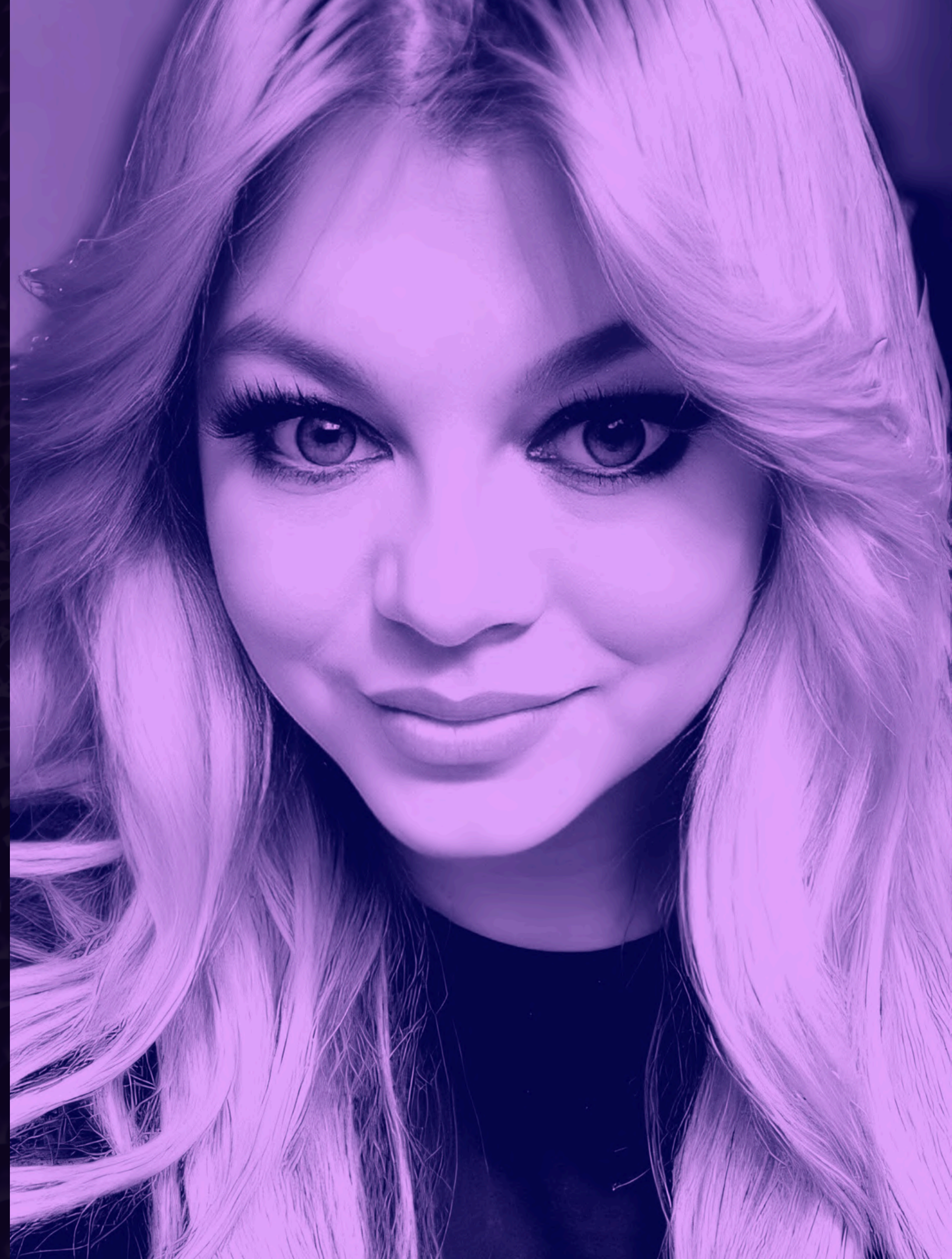


EMPOWERING INSTRUCTIONAL DESIGN WITH CUSTOM GPTS:

A New Era of Online Education Unveiled

Megan VanBuskirk

PRESENTER INFORMATION





OBJECTIVES

01

Develop crisp, measurable learning objectives utilizing custom GPTs that elevate the learning journey.

02

Generate fresh, compelling assessment ideas and captivating lesson plans with the aid of custom GPTs.

03

Evaluate and secure the seamless alignment of all curriculum facets through the strategic use of custom GPTs.





BUILDING YOUR AI BRAIN

- Customized Knowledge
- Quality Assurance
- Proactive Alignment

TRY THE ACADEMIC NAVIGATOR ON A PREMIUM
GPT ACCOUNT:

<https://chat.openai.com/g/g-Y3J8HSHFz-excelsior-academic-navigator>

Create

Configure



Name

Name your GPT

Description

Add a short description about what this GPT does

Instructions

What does this GPT do? How does it behave? What should it avoid doing?

Conversation starters

Knowledge

If you upload files under Knowledge, conversations with your GPT may include file contents. Files can be downloaded when Code Interpreter is enabled

Upload files

Capabilities

- Web Browsing
- DALL·E Image Generation
- Code Interpreter ?

Preview



Start by defining your GPT.

CREATING SPECIFIC PROMPTS

- Direct Questions
- Context Specification
- Desired Format
- Complexity Level
- Purpose or Goal
- Preferred Examples
- Citation Needs
- Creative Requests
- Historical or Cultural Context
- Limit or Exclude Information





Excelsior Academic Navigator

By Megan VanBuskirk [Ⓐ]


Expert in university mission, vision, and strategic planning.

Are the following objectives measurable, using concr...

Is this project in alignment with the university goals a...

Are the following Module Learning Outcomes consist...

Design a custom resource that reflects our universit...

 My goal is to create learning objectives at the |



Get citati





GENERATING MEASURABLE OBJECTIVES

01

Singularity / Multiplicity

02


Abstract Subjectivity / Explicit Objectivity

02

Learner-Centric Subject



Excelsior Academic Navigator

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Are the following objectives measurable, using concr...

Is this project in alignment with the university goals a...

Are the following Module Learning Outcomes consist...

Design a custom resource that reflects our university'...

 Write a list of five module learning objectives for an und





BUILDING ASSESSMENT PLANS

- Alignment to MLOs and CLOs
- Cohesion with Lesson
- Meets Appropriate Targets









Taxonomy:

- 1. Identify major artists and their works within the Impressionist movement. (Remember)**
 - Students will recognize and recall key artists such as Claude Monet, Edgar Degas, and their significant paintings, enhancing their foundational knowledge of the Impressionist era.
- 2. Describe the historical and cultural context that led to the rise of Impressionism. (Understand)**
 - Students will explain the social, economic, and technological changes in late 19th-century France that influenced the development of Impressionism.
- 3. Analyze the artistic techniques and themes used in Impressionist paintings. (Analyze)**
 - Students will examine how Impressionist artists utilized light, color, and brushwork to capture moments and movements, comparing these techniques to those of previous art movements.
- 4. Apply knowledge of Impressionist techniques to critique a selected piece of art. (Apply)**
 - Students will use their understanding of Impressionist methods to interpret and critique a painting from the Impressionist period, discussing its aesthetic and historical significance.
- 5. Evaluate the impact of Impressionism on modern art forms. (Evaluate)**
 - Students will assess the influence of Impressionist aesthetics on various modern art movements, demonstrating an understanding of its legacy in contemporary artistic practices.

These objectives are crafted to progressively deepen students' understanding and analytical skills regarding Impressionist art, aligned with the educational goals of fostering detailed art historical knowledge and critical thinking.

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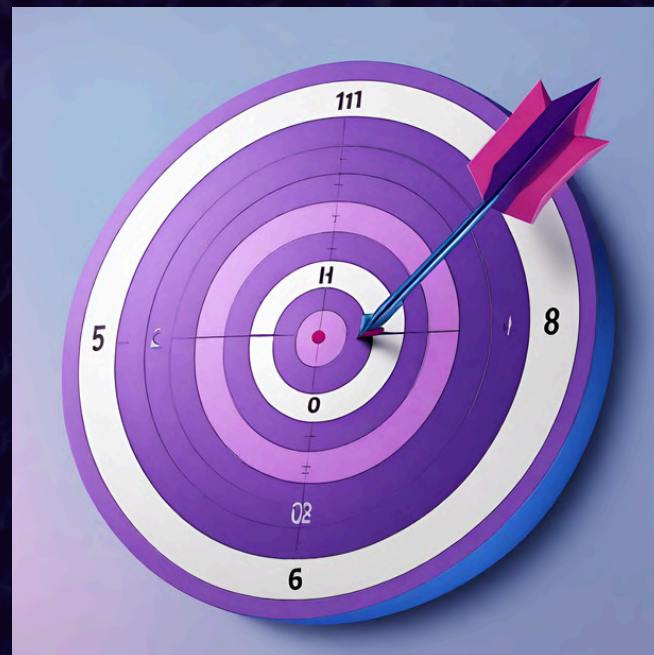


Create a simple assessment plan for one module that considers the previous MLOs and the

fol



CONSTRUCTING RUBRICS



Target



Level



Value



Criteria

analytical depth, accuracy of content, and quality of writing.

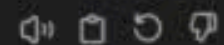
3. Peer Feedback Session


- **Description:** Students will present their created artwork or critical essay to their peers in an online forum or during a live virtual class session. They will receive constructive feedback based on a guided questionnaire.
- **Objective Covered:** Synthesize and apply critical feedback to enhance their understanding and presentation of Impressionist art.
- **Criteria for Success:** Active participation in providing and receiving feedback, demonstration of reflective thinking in response to peer comments.
- **Submission Format:** Live presentation followed by submission of a reflection on the feedback received.
- **Assessment Tool:** Participation and reflection rubric assessing engagement, use of feedback, and reflective depth.

Overall Assessment Strategy:

- These assessments combine practical and theoretical elements, encouraging students to engage both creatively and critically with Impressionist art.
- Incorporation of peer feedback fosters a collaborative learning environment and helps students refine their analytical and creative skills.
- Rubrics for each component will be detailed to ensure clear expectations and fair evaluation.

This plan is designed to foster a deep engagement with Impressionist techniques and encourage the creation of original work that demonstrates both technical understanding and personal artistic expression.



 Using the former assessment plan det

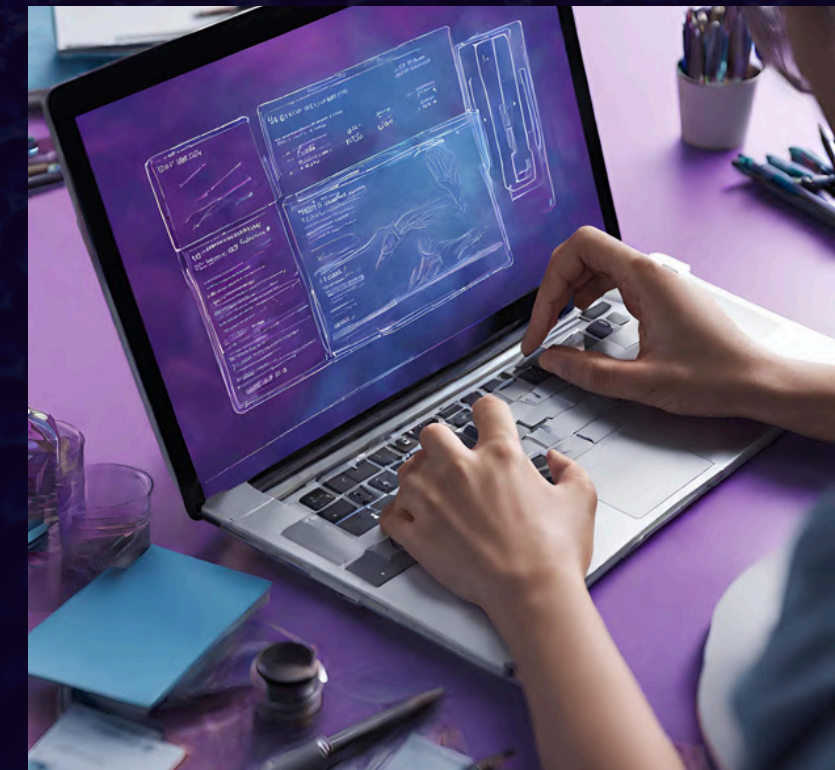


CRAFTING ALIGNED LESSON PLANS

01 Alignment with MLOs & CLOS

02 Cohesion with Topics

03 Consistency with Targets





	a few of the required elements of Impressionist techniques and lacks depth.	of the required elements but lacks full depth in the exploration of Impressionist techniques.	addresses all required elements, showing a full understanding of Impressionist techniques.	thorough, exceeding requirements by exploring Impressionist techniques in depth and in innovative ways.
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Scoring Guidelines



- **Total Points Available:** 100
- **Scoring Range:**
 - **81-100 points:** Exceeds Expectations
 - **61-80 points:** Meets Expectations
 - **41-60 points:** Approaching Expectations
 - **20-40 points:** Below Expectations

Use of Rubric

- This rubric should be shared with students prior to the assignment due date to guide their artistic process and ensure they understand the criteria against which they will be evaluated.
- Instructors can use the rubric to provide structured, objective feedback to students, highlighting areas of strength and opportunities for improvement.

This rubric aims to holistically evaluate the creative and technical execution of the art creation project, ensuring that students not only demonstrate their understanding of Impressionist techniques but also their ability to innovate within this artistic style.



 Keeping in alignment with former course a 

INFUSING CURRICULA WITH COURSE TENETS

- Institutionally Trained “Brain”
- Customized MLOs / CLOs
- Elevated Lesson Content
- Diverse Resources
- Enriched Assessments
- Relevant Tools & Technologies



- Virtual gallery tours showcasing Expressionist art.
- Access to multimedia tools for creating Expressionist art.

Activities:

1. **Interactive Lecture:** Explore the origins and key characteristics of Expressionism, highlighting artists like Edvard Munch and Egon Schiele. Discuss the emphasis on emotional experience rather than physical reality.
2. **Film Viewing and Analysis:** Watch segments of classic Expressionist films (e.g., "The Cabinet of Dr. Caligari") and discuss the use of mise-en-scène to evoke emotional responses.
3. **Art-Making Workshop:** Students will create their own artworks inspired by Expressionism, focusing on conveying emotion through choice of color, stroke, and subject matter.
4. **Critique Session:** Conduct a critique session where students evaluate each other's work based on emotional expression, use of color, and adherence to Expressionist techniques.

Evaluation for Both Modules:

- Each module will conclude with a portfolio review where students submit their artworks along with a written reflection on their creative process and the influences of Cubist or Expressionist techniques.
- Rubrics will be used to assess both the creative projects and written reflections for clarity, depth of understanding, and originality.

These lesson plans are structured to ensure that students not only learn about these influential movements in art history but also apply their understanding in creating original works, thereby synthesizing and evaluating the artistic techniques discussed.



Using your knowledge of Excelsior's strategic goals and health and wellness rubric,





ALIGNMENT CHECKING

- Curriculum Maps
- Course Maps
- Outcome Charts
- Parenthetical Citations & Numbering Systems

Adjusted Assessments:

- **Digital Art Gallery Submission:** Students create digital portfolios of their artwork, which they relate to themes of wellness and community. This assessment method is accessible and allows for creative expression.
- **Peer Review Forums:** Students use online forums to provide and receive feedback on their analyses and artworks, fostering an inclusive learning community and promoting equity by ensuring all voices are heard.
- **Reflective Essays:** Focusing on the impact of diversity in Impressionism and personal reflections on learning through the lens of equity and inclusion.

Tools and Technology:

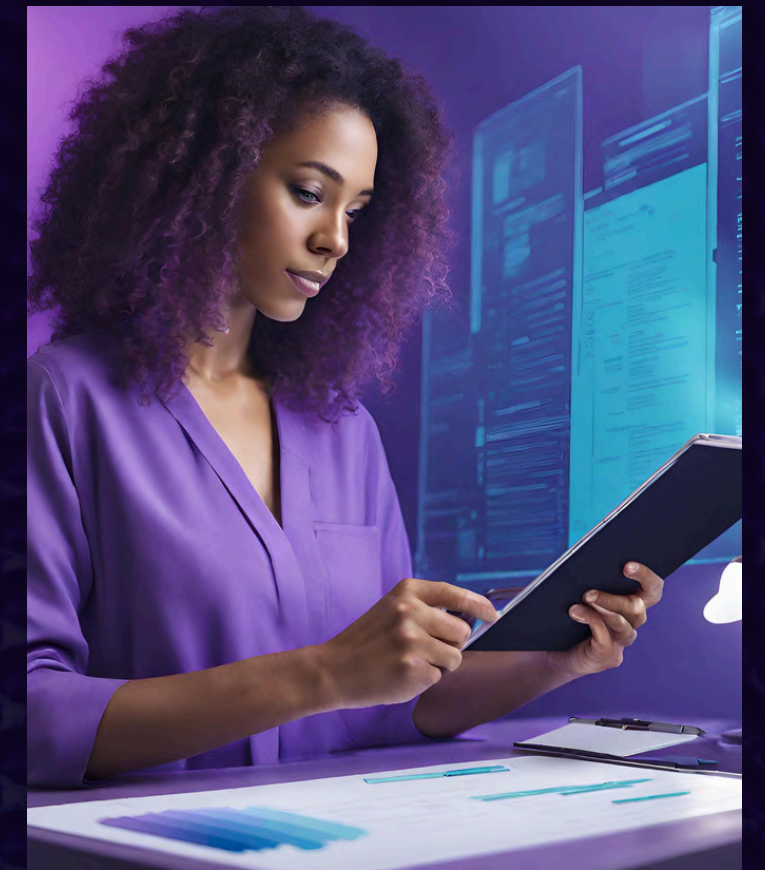
- **Accessibility-Enhanced Learning Management System (LMS):** Ensures all course materials are accessible, with options for text-to-speech, screen readers, and customizable viewing options, aligning with the Web Content Accessibility Guidelines (WCAG).
- **Art Creation Software with Accessibility Features:** Software such as Adobe Creative Suite with accessibility plugins allows students with diverse needs to participate fully in art creation.
- **Real-Time Collaboration Tools:** Tools like Google Workspace or Microsoft Teams enable synchronous workshops and discussions, supporting diverse learning styles and needs.

These adjustments and enhancements to Module 6 not only align with Excelsior University's strategic goals of leadership in innovative and accessible teaching but also ensure that the module meets the standards of the JEDI and health and wellness rubrics. Through these integrations, the course fosters an inclusive, supportive, and engaging learning environment that respects and utilizes diversity as a strength.



Check the following course alignment up to the program and down to the module, offering key strengths, misalignment relationships, and suggestitons for improvement based on the Qual





PROVIDING GPT FEEDBACK

- Be Specific
- Suggest Alternatives
- Explain Errors
- Emphasize Tone
- Highlight Style
- Engage Regularly

hypothetical experiments or predict outcomes based on their observations.

- **Implement more formative assessments** throughout the modules to provide ongoing feedback and adjust teaching strategies according to student needs.

3. Improve Resource Diversity and Accessibility:

- **Incorporate more multimedia and interactive resources** that can cater to diverse learning preferences and needs, such as podcasts, interactive simulations, and augmented reality experiences that can bring microbiological concepts to life.
- **Ensure all materials meet accessibility standards**, such as providing alt text for images, captions for videos, and ensuring that all interactive tools are navigable and usable for students with disabilities.

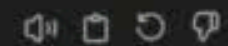
4. Integrate JEDI Principles More Thoroughly:

- **Review and revise content** and examples to include a broader range of perspectives, especially incorporating global and multicultural views on microbiological issues.
- **Create assignments** that explicitly require students to consider diversity and inclusion in scientific contexts, such as analyzing the impact of diseases on different populations or discussing ethical considerations in microbiological research.

5. Leverage Technology for Experiential Learning:

- **Utilize virtual labs and simulation software** to provide hands-on experiences in a virtual format, enhancing learning opportunities especially for distance learners.
- **Adopt collaborative tools** like collaborative document editing, virtual whiteboards, and forums to facilitate peer collaboration in project work and discussions.

By implementing these suggestions, the course can enhance its alignment with Quality Matters standards, ensuring that it not only meets educational best practices but also addresses the diverse needs of its learners effectively.



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CONSULTANT ACCOUNTABILITY

01

Verify Accuracy and
Reliability

02

Assess Context and
Relevance

02

Ensure Ethical Use





CONTINUOUS IMPROVEMENTS

- Testing & Validation
- Feature Adjustments
- Regular “Brain Updates”
- Continued User Feedback
- Peer Feedback



AUDIENCE WALKTHROUGH & DEMOS

- Test the Academic Navigator
- Generate Specific Content
- Check for Alignment
- Build a Custom GPT
- Provide Feedback

THANK YOU

Questions?

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Visit: <https://www.linkedin.com/in/megan-vanbuskirk/>

Companion Guide

Visit: https://docs.google.com/document/d/10ea3CFYaTX_BkoJaN-IrUbZ-v2mrX9WC/edit?usp=sharing&oid=108409123695532786175&rtpof=true&sd=true

