

Enhancing

Quality with Custom GPTs

Multi-Institutional Approaches to
Generative AI in Higher Education





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Challenges & Suggestions

WHERE ARE YOU AT WITH GENERATIVE AI?

1

I've heard a lot of buzz about GenAI but I haven't done anything with it yet.

2

I've used platforms such as Chat GPT, but I still consider myself a beginner.

3

I've developed multiple AI use cases and experiment with several platforms.

① Start presenting to display the poll results on this slide.

GenAI
Usage Poll



Session

Introduction

Promoting Collaboration

- Network
- Share goals

Diverse Perspectives & Innovation

- Explore varied insights
- Participate in enriched discussions
- Cross-pollinate ideas
- Experiment and adapt techniques

Scalability & Quality Assurance

- Replicate successful strategies
- Establish standards
- Accommodate institutional growth
- Improve practices

Development & Community Building

- Enhance skills
- Foster relationships
- Nurture continuous improvement culture

Language Models

- ChatGPT
- Google Gemini
- Claude AI
- Black GPT

Learning Management

- D2L AI Suite
- Canvas Insights

Research Management

- NotebookLM
- Zotero
- Mendeley

Image Generators

- Midjourney
- Canva Magic Studio
- DALL-E
- Stable Diffusion

Audio Tools

- ElevenLabs
- WellSaid Labs

Project Management

- Notion AI
- Microsoft Copilot
- Trello



Trending
AI Products



Growing

Use Cases in Digital Education

- Project Management (Course Dev Schedule)
- Creating Objectives
- Generating Syllabi
- Constructing Activities & Assessment Plans
- Accessibility Support
- Alignment Checking (Curricular)
- Institutional Alignment to Strategic Goals
- Course Quality Reviews
- KPI-Related Projects
- Accreditation Reporting

(Choi et al., 2024; Pratschke, 2024)

1. Apply a variety of prompts to custom GPTs to check for alignment, increase learner engagement, and ensure learner achievement of outcomes.
2. Generate prompts with custom GPTs to review content with Quality Matters 7th Edition standards.
3. Utilize custom GPTs strategically to align educational programs with institutional initiatives, accreditation criteria, and industry benchmarks.



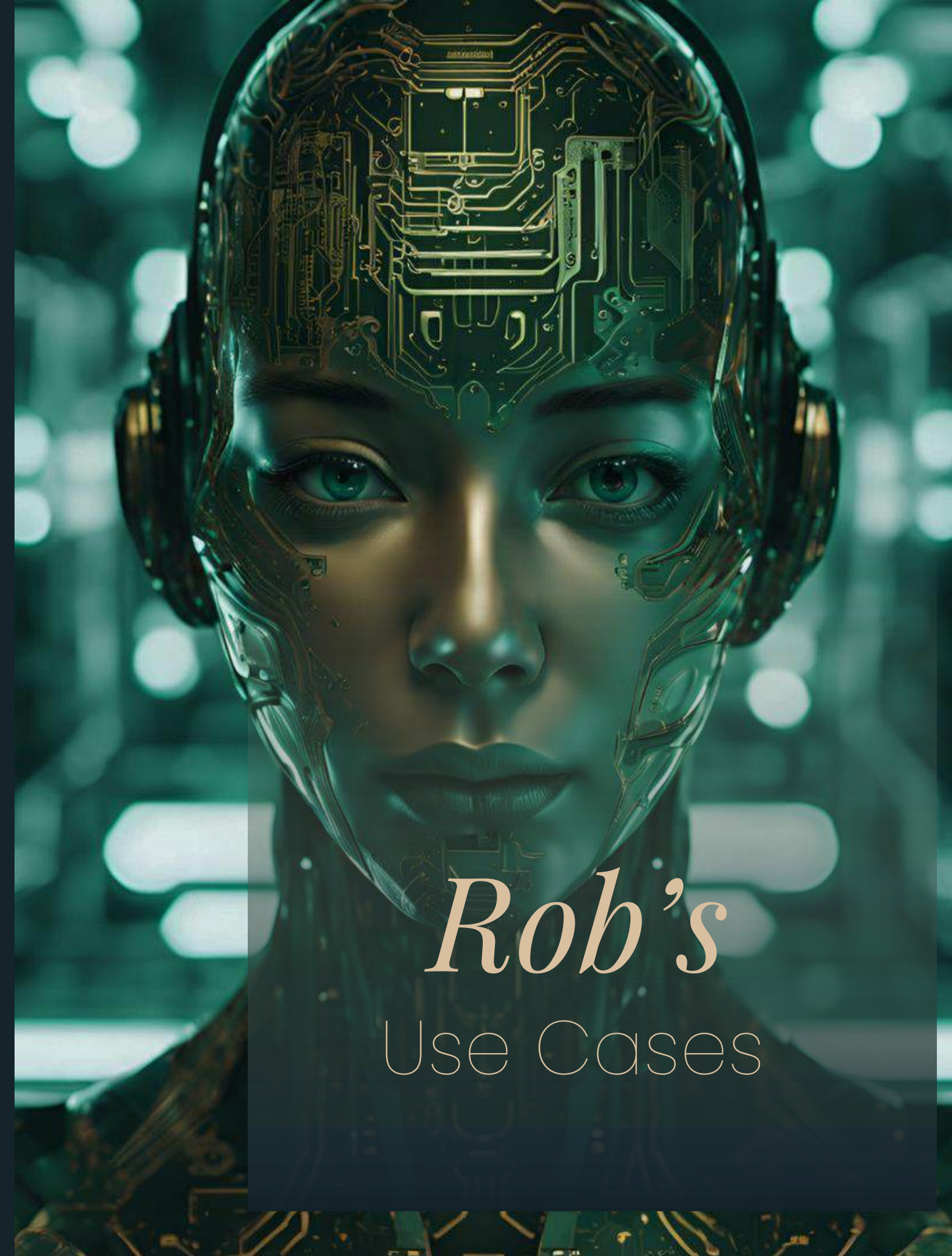
Learning Objectives



Leveraging GenAI

for Quality & Efficiency at Wichita
State University

1. Checking for Alignment
2. Improving Course Maps
3. Generating Syllabi
4. Calculating Course Load
5. Reviewing Courses for Quality
6. Brainstorming Review Feedback
7. Building Chatbots



Rob's
Use Cases



Alignment

Challenge Poll

Which area do you find most challenging when ensuring curriculum alignment?

**LEARNING
OUTCOMES**

**INSTRUCTIONAL
MATERIALS**

**LEARNING
ACTIVITIES**

ASSESSMENTS

TECHNOLOGIES

**ALL OF THE
ABOVE**

ⓘ Start presenting to display the poll results on this slide.

Quality Matters Course Review 2 Private

How can Claude help you today?

Claude 3.5 Sonnet (New) ▾



Quality Matters Course Review 2

Project knowledge

+ Add Content

“Using a collegial, professional tone please review this course u... [Edit](#)

1% of knowledge capacity used ⓘ



StandardsfromtheQMHigherEducationRubric
2 months ago

Your chats

Untitled

Last message 2 months ago

Improving Course Quality and Alignment

Last message 2 months ago

Project Management Course Review

Last message 2 months ago

Quality Matters Review of Project Management Course

Last message 2 months ago

Rob's

Course Quality Inspector



Comfort

Scale Activity

On a scale of 1 to 5, how confident are you that the course load in your courses (or those you design) is balanced and appropriate for student success?



ⓘ Start presenting to display the poll results on this slide.

Rob's

Course Load Calculator



Course Load Calculator ▾

WG



Course Load Calculator

By Rob Gibson &

Estimates academic course loads one question at a time, comparing against Carnegie Unit standards, and provides personalized study and teaching recommendations.

Are you ready to
begin? Let's go...

Message Course Load Calculator



ChatGPT can make mistakes. Check important info.

?



Rob's Takeaways

1. Scaling Programs and Workloads
2. Enhancing Curriculum Coherence
3. Increasing Efficiency & Accuracy
4. Balancing Course Loads
5. Championing Quality Assurance
6. Encouraging Language Model Consulting
7. Enhancing Student Success

(Choi et al., 2024; Pratschke, 2024)



Rob's Future

Directions in Practice

1. AI Research, Trends, & Tools
2. Tool Experimentation
3. Chatbot Development
4. Innovative Learning Solutions
5. Collaborative Projects

Penny's Use Cases



Streamlining Design

at Pennsylvania State University

1. Consulting with GPT for Diplomacy
2. Write with Empathy and Purpose
3. Leverage AI for Simpler Tasks
4. Make More Time for Design
5. Focus on What Matters Most
6. Vet AI Results

What comes to mind
when you think of
'*diplomatic
communication*' in
instructional design?

① Start presenting to display the poll results on this slide.

One-Word
Story

Penny's

Diplomacy GPT

The Diplomatic
Designer



Vent

This discussion prompt is bad. It asks for a definitive answer and all the students will answer it the same way.

(Me)

Vet

To encourage diverse responses, try rephrasing the prompt to be more open-ended, inviting multiple perspectives. For example: "*What are some challenges or different perspectives on [topic], and how might they influence potential outcomes?*" This encourages critical thinking and varied responses from students.

(ChattyG)

Validate

It is possible students might answer this prompt in the same way. You might consider **rephrasing** the prompt to be more open-ended, inviting multiple perspectives. For example: "What are some challenges or different perspectives on [topic], and how might they influence potential outcomes?" **This may encourage more** critical thinking and varied responses from students.

(Me)

Rank the following tasks in order of magnitude by how annoying they are:

CODE HTML

FORMAT
TEXT

STRIP
FORMAT

OUTLINE
CONTENT

FORMAT
TABLES

RECREATE
TABLES

Help ChattyG help you...

① Start presenting to display the poll results on this slide.

Ranking
Activity



HTML

can you remove the empty and redundant links from this code?

```
<li><a class="Hyperlink SCXW53037760 BCX0" href="http://ezaccess.libraries.psu.edu/login?url=https://ebookcentral.proquest.com/lib/pensu/reader.action?docID=1394851&ppg=16" rel="noreferrer noopener" target="_blank"><span class="TextRun Underlined SCXW53037760 BCX0" data-contrast="none" lang="EN-US" xml:lang="EN-US"><span class="NormalTextRun SCXW53037760 BCX0" data-ccp-charstyle="Hyperlink">Wiseman (2013)</span></span></a><span class="TextRun SCXW53037760 BCX0" data-contrast="auto" lang="EN-US" xml:lang="EN-US"><span class="NormalTextRun SCXW53037760 BCX0"></span><span class="NormalTextRun SCXW53037760 BCX0">Part 1</span><span class="NormalTextRun SCXW53037760 BCX0">Introduction</span><span class="NormalTextRun SCXW53037760 BCX0">.</span></span></span><span class="TextRun SCXW53037760 BCX0" data-contrast="auto" lang="EN-US" xml:lang="EN-US"><span class="NormalTextRun SCXW53037760 BCX0">Annual Review of Comparative and International Education 2013</span></span><span class="TextRun SCXW53037760 BCX0" data-contrast="auto" lang="EN-US" xml:lang="EN-US"><span class="NormalTextRun SCXW53037760 BCX0">Annual Review of Comparative and International Education 2013</span></span></span></li>
```



Here's the cleaned-up version of your code with the redundant and empty elements removed:

html

Copy code

```
<li>
  <a class="Hyperlink" href="http://ezaccess.libraries.psu.edu/login?url=https://ebookcentral.proquest.com/lib/pensu/reader.action?docID=1394851&ppg=16" rel="noreferrer noopener" target="_blank">
    Wiseman (2013)
  </a>
  Part 1 Introduction. Annual Review of Comparative and International Education 2013
</li>
```

I removed redundant classes and spans, keeping only the essential content and attributes. This should work without affecting the functionality.

Tables

TABLE 2 CHANGING REGIMES OF GLOBAL GOVERNANCE IN THE EDUCATION AND DEVELOPMENT ISSUE AREA			
	Pre-EFA (No Regime)	Education for All	Education for Sustainable Development
Principle:			
Development paradigm	Washington consensus	Post-Washington consensus	Sustainable development
Dominant discourse	Education for economic growth; education as a human right	Education for poverty reduction and economic growth; rights to in and through education	Education for sustainable economic growth; education for sustainable development
Scope	Basic education	Expanded basic education	Lifelong education
Focus	Access	Access	Access plus learning
Target	All learners	All learners/girls	Marginalized groups/girls
States versus markets	Markets	States and markets	States and markets
Norm:			
Approach to aid effectiveness	NA	Paris declaration	Busan agreement
Goals/targets	NA	EFA targets/education MDGs	SDG 4
Rule:			
Donors	No binding rules	No binding rules	No binding rules
Recipients	Credible poverty reduction strategy programs	Credible education sector development plans	Credible education development
Decision making:			
Organizational form	Centralized	Networked	Networked
Donor/recipient led	Donor led	Donor led	Donor led
IO/NGO led	IO led	IO led/NGO input	IO led/NGO input
Western/rising power led	Western led	Western led	Western led/incumbent rising power led
NOTE.—EFA = Education for All; MDG = Millennium Development Goal; SDG = Sustainable Development Goal; IO = international organization; NGO = nongovernmental organization.			

html

Copy code

```
<!DOCTYPE html>
<html lang="en">
<head>
  <meta charset="UTF-8">
  <meta name="viewport" content="width=device-width, initial-scale=1.0">
  <title>Table 2: Changing Regimes of Global Governance in the Education and Development Issue Area
  <style>
    table {
      width: 100%;
```

Table 2a: Changing Regimes of Global Governance in the Education and Development Issue Area - Principle			
Principle	Pre-EFA (No Regime)	Education for All	Education for Sustainable Development
Development paradigm	Washington consensus	Post-Washington consensus	Sustainable development
Dominant discourse	Education for economic growth; education as a human right	Education for poverty reduction and economic growth; rights to in and through education	Education for sustainable economic growth; education for sustainable human development
Scope	Basic education	Expanded basic education	Lifelong education
Focus	Access	Access	Access plus learning
Target	All learners	All learners/girls	Marginalized groups/girls
States versus markets	Markets	States and markets	States and markets

Note: EFA = Education for All; MDG = Millennium Development Goal; SDG = Sustainable Development Goal; IO = international organization; NGO = nongovernmental organization.

Table 2b: Changing Regimes of Global Governance in the Education and Development Issue Area - Norm			
Norm	Pre-EFA (No Regime)	Education for All	Education for Sustainable Development
Approach to aid effectiveness	NA	Paris declaration	Busan agreement
Goals/targets	NA	EFA targets/education MDGs	SDG 4

Note: EFA = Education for All; MDG = Millennium Development Goal; SDG = Sustainable Development Goal; IO = international organization; NGO = nongovernmental organization.

Transcripts

Remove Time Code

Add <p> tags

Create Outline

00:00:53.400 --> 00:01:04.769

So in this video, we're going to introduce some concepts and perhaps already have learned in a statistics course. If you've

00:01:04.800 --> 00:01:14.539

And if not, then we'll just work through them slowly, so that because they're going to guide us as we begin to address re our course.

00:01:14.840 --> 00:01:20.559

Our 2 topics in this video are hypothesis testing and inferent

00:01:20.740 --> 00:01:33.400

And in this first set of information that we're going to look a follow from our study of the normal distribution that we look for this Module 4.

00:01:33.620 --> 00:01:39.699

And we're going to use that normal distribution to actually s



Here is the content of your document format

html

<p>Jonna Marie Kulikowich: So in this

<p>And if not then we'll just work thr

<p>Our two topics in this video are hy

<p>In this first set of information th

<p>And we're going to use that normal

<p>But first and independent of whatev

<p>But generally these are the things



Key Points from the Lecture on Simple Linear Regression

Context and Research Situation

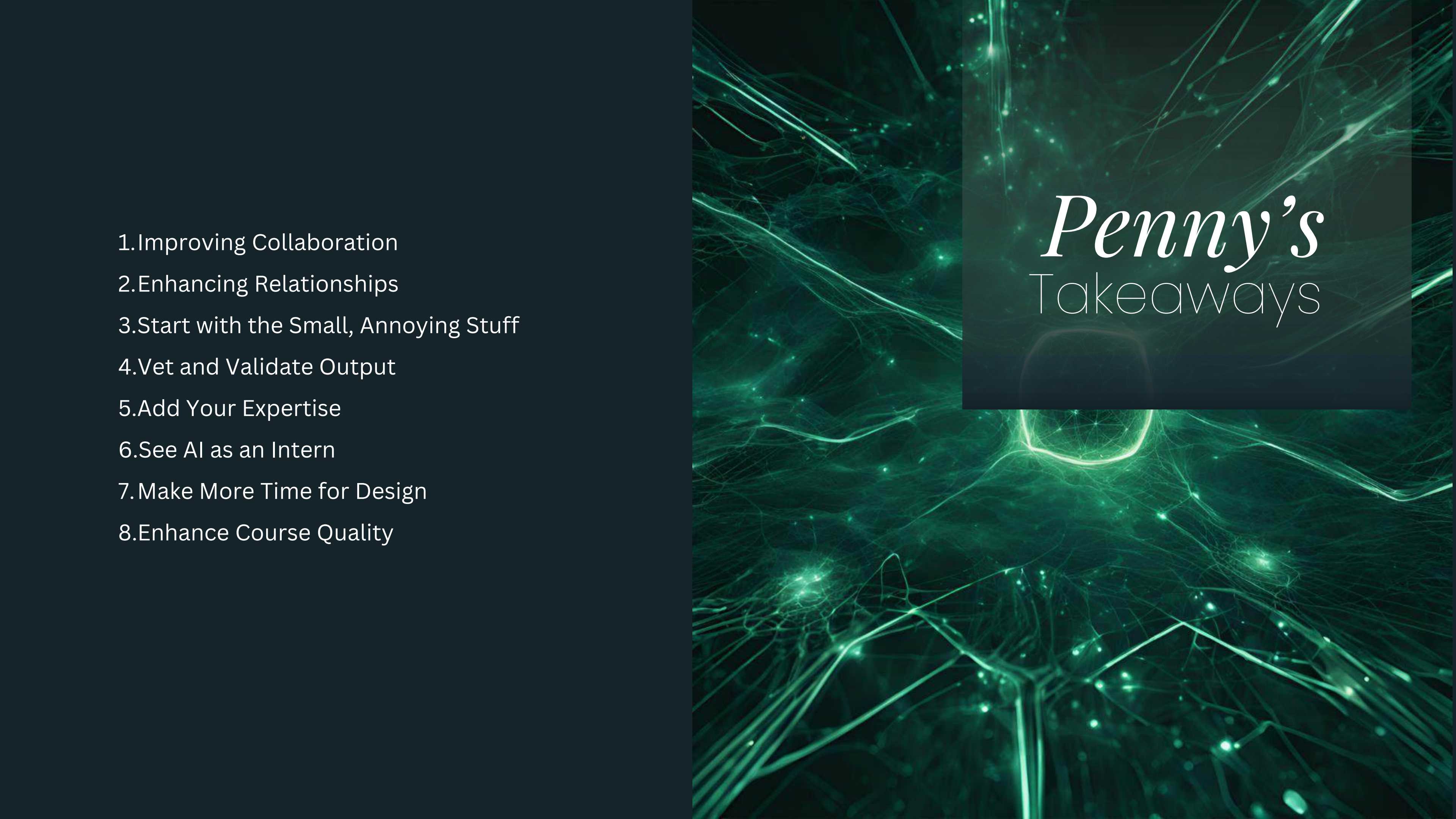
- **Study Focus:** Middle school students in the U.S. and their performance in scientific method exercises and laboratory situations.
- **Participants:** 15 middle school students.
- **Objective:** Predict student performance in scientific experiments using simple linear regression.

Variables and Data Collection

- **Variables Collected:**
 - Domain Knowledge (science vocabulary understanding)
 - General Achievement and Motivation
 - Experiment 1: Performance assessment on water absorption
 - Experiment 2: Performance assessment on evaporation

Research Question



- 
- 1.Improving Collaboration
 - 2.Enhancing Relationships
 - 3.Start with the Small, Annoying Stuff
 - 4.Vet and Validate Output
 - 5.Add Your Expertise
 - 6.See AI as an Intern
 - 7.Make More Time for Design
 - 8.Enhance Course Quality

Penny's Takeaways



Penny's Future

Directions in Practice

1. AI-Enhanced Relationships
2. Active Learning Design
3. Game-Based Learning Strategies
4. Simulation and Bridging Scenarios
5. Quality Assurance Practices



Cultivating Quality

Across Higher Ed Institutions

1. Infusing Projects with Strategic Goals
2. Collecting Data-Driven Insights
3. Streamlining Curriculum Development
4. Enhancing Student-Centered Design
5. Building QA Infrastructure
6. Compiling Accreditation Reports
7. Extracting Data for Feedback Loops

Megan's
Use Cases



Comfort

Scale Activity

On a scale of 1 to 5, how effectively do you align your instructional design and teaching tasks with your institution's strategic goals?



① Start presenting to display the poll results on this slide.

Please tell me the mission, vision, values, and strategic goals of Excelsior.



Mission, Vision, Values, and Strategic Goals of Excelsior University

Mission:

Excelsior University provides educational opportunities to adult learners, with an emphasis on those historically underrepresented in higher education. The university meets students where they are—academically and geographically—offering quali ●



Message Excelsior Academic Navigator



ChatGPT can make mistakes. Check important info.



Megan's

Academic
Navigator

Megan's Quality Review GPTs


Standard 1.1 Reviewer


Economic Analysis for Technologists

Welcome to the course

When faced with multiple projects coupled with limited time, limited help, limited money, and limited resources, how can one be as efficient as possible to optimize results? Economic Analysis can give an engineer the tools necessary to answer this question. Throughout the course students will apply economics, decision theory, and optimization theory in the evaluation of engineering alternatives in planning, developing, constructing, and managing engineering projects.


This is a 3-credit course, consisting of a minimum of 18 hours of classroom instruction for 8 weeks.






This course introduction for **TECH330: Economic Analysis for Technologists** is clear and engaging, setting a strong foundation for student understanding and motivation. Here's a detailed breakdown of what's working well and a few suggestions for improvement:

-

 Message Specific Standard 1.1 Reviewer



ChatGPT can make mistakes. Check important info.

No

As we wrap up, take a moment to reflect: What word most embodies the benefits of using GPTs for quality design and review in your practice?

① Start presenting to display the poll results on this slide.

Word
Cloud Activity



Megan's Takeaways

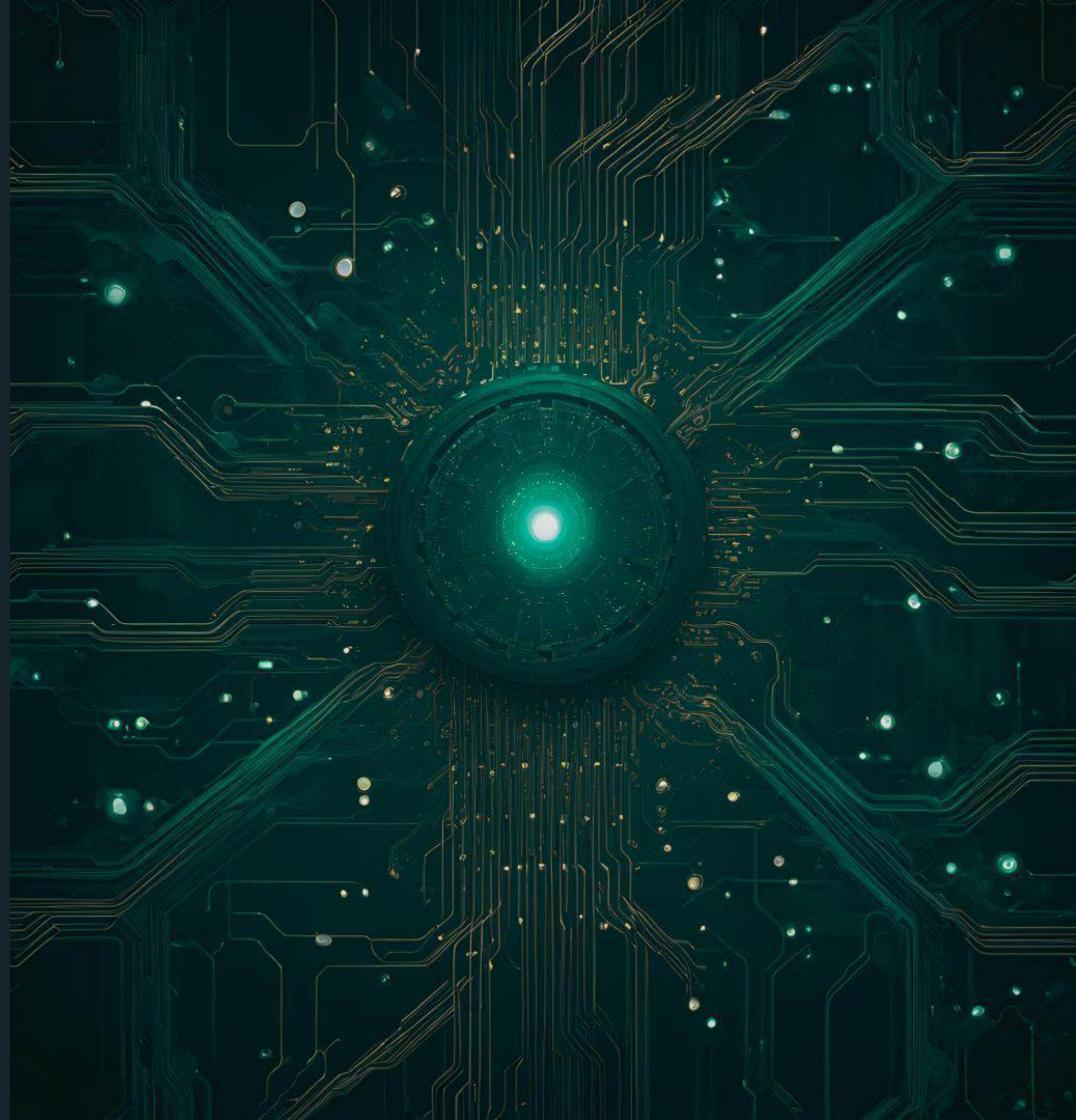
1. Reaching Strategic Goals
2. Making Data-Driven Decisions
3. Increasing Design & Development Productivity
4. Increasing Learner Success (Enrollment, Engagement, Achievement, Retention)
5. Improving QA Efforts
6. Simplifying Accreditation Reporting
7. Cultivating a Culture of Continuous Improvement

(Choi et al., 2024; Pratschke, 2024)

Megan's Future

Directions in Practice

1. AI and Equity in Digital Education
2. Quality Assurance Practices
3. AI Experiential Learning Plans
4. AI Professional Development
5. AI Collaborative Research





Challenges & Limitations

Challenges & Limitations

- Lack of Deep Contextual Understanding
 - Inconsistent Application of Rubric Standards
 - Limited Ability to Evaluate Pedagogical Quality
 - Challenges in Addressing Accessibility Standards
 - Limited Capacity for Custom Feedback
 - Over-Reliance on Automation
 - Bias and Limitations with Cultural Nuance
-

Mitigation Strategies

- Supplement AI with Human Review
- Provide Clear and Specific Prompts
- Regularly Update AI with Current Best Practices
- Incorporate Cultural Sensitivity Training
- Use AI as a Consultant, Not a Replacement

(Choi et al., 2024; Pratschke, 2024)

Educational Leaders

- Strategic Alignment & Goal Achievement
- Scalability and Growth Management
- Data-Driven Decision Making
- Simplifying Accreditation Reporting

Faculty & SMEs

- Balancing Course Loads for Student Success
- Enhancing Curriculum Coherence
- Supporting Active and Engaging Learning
- Improving Feedback and Self-Reviews

Designers & Technologists

- Streamlining Curriculum Development
- Enhancing Accessibility & Inclusion
- Promoting Collaboration and Innovation
- Enhancing Quality Assurance Processes

(Choi et al., 2024; Pratschke, 2024)



Practice
Suggestions

A futuristic cityscape at night, illuminated with vibrant green neon lights. The scene shows a dense urban environment with tall buildings and a complex network of glowing lines, possibly representing data or energy flows. The overall atmosphere is high-tech and digital.

Questions & Answers

What Questions do
you Have?

① Start presenting to display the poll results on this slide.



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Thank You for Joining



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