

CHECK YOUR LEARNER



1. Create a profile of your student.

Characteristics

(e.g. culture, level of education, extracurricular activities...)

Personality

(e.g. motivated, urge to perform,...)

Skills/ knowledge

(e.g. academic, digital, social, AI)

Frustrations

What are the potential frustrations of your learner in relation with your subject? (e.g. too many courses at once, not relevant, level too high/low)

Goals

What does your learner want to achieve? What is the end result that your learner hopes for? (e.g. eager to learn more about the subject, getting a high grade...)

Needs

What does your learner need to achieve these goals? What does your learner need help with? (e.g. support on knowledge/skills, expectationmanagement...)

2. What reasons can you draw from your student's profile as to why they do/do not use LLMs?

(e.g. Student does a lot of extracurricular activities which means they have little time but want to get good grades.)

CHECK YOUR LEARNING OBJECTIVES



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1. List the learning objectives of your course below.

2. Highlight the learning objectives above that are under pressure when students use LLMs.

3. Notes

CHECK YOUR TESTING



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1. Describe how the learning objectives are currently being tested. What does the testing look like?

2. Highlight the tests above where LLMs can be used.

3. Determine whether the use of LLMs during the tests is an issue. Explain.

CHECK YOUR ACTIVITIES



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1. Determine what activities you give your students to practise the learning objectives? *(e.g poster presentation practicing learning objective X, concept-essay practicing learning objective Y, ...)*

2. Highlight the activities above where LLMs can be used by students.

3. Determine whether the use of LLMs during these activities is an issue. Explain.

MAKE A DECISION



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Option 1. Not making any changes. Nothing is under pressure and things are fine as they are.

Option 2. Integrate LLMs into my teaching.

Decide whether you need to change, add or remove learning objectives.

Decide whether you want to adapt your test and how you would like to incorporate LLMs into it.

Decide how you will adapt your learning activities so that students can use LLMs.

Option 3. Make my teaching (as much as possible) LLM proof.

Decide whether you need to change, add or remove learning objectives.

Decide whether and how you want to adapt your test so that students cannot use LLMs for it.

Decide whether and how you want to adapt your learning activities so that students cannot use LLMs for it.