SHAPING THE DIGITAL CURRICULUM IN A TIME OF GENERATIVE AI

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Agenda: two main topics

Three lessons learned, directly linked to the aim of the project

- support the analysis and conceptualisation of relevant digital competences
- develop curricular approaches for embedding digital competences in the programs
- develop a model for competence development of academic staff

Why Gen AI is not "just another technology" but is likely to reshape the curriculum

Lessons learned 1:
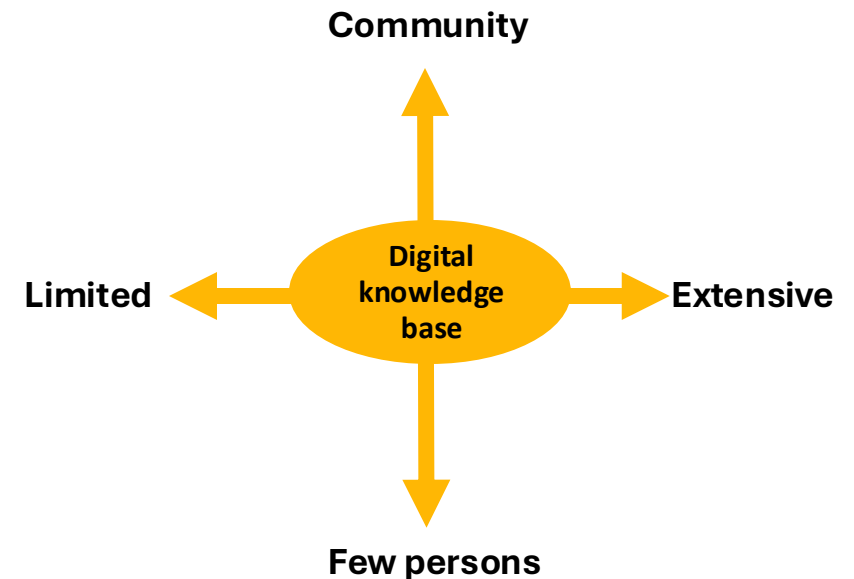# **Conceptualising a digital profile**

The first step in developing a digital profile inf curriculum is to identify the aim of the profile: which digital objects, problems and tools should the students acquire – and why?

The disciplines turned out to have very different conditions for the task– internally and across universities
- What does the community know about digital topics?
- Who knows it: few persons or the collegial community?

A framework for digital competences with no direct link to the specific context can be helpful
- International and university specific frameworks
- A tool developed as one of the final deliveries of the project

Community

Limited ← → **Extensive**

Digital knowledge base

Few persons

ulgis
universal learning goal
inspirational synthesizer

Lessons learned 2:
A range of curriculum approaches

Approaches for embedding digital elements in the curricula depend on the status of the digital competences in relation to the overall degree profile.

| The status of the digital competencies	Curriculum approach
Mandatory for all students on the program	Fully embedded, e.g. • Designated modules • Integrated in relevant subjects
An opportunity for profiling within the program	Partly curricular, e.g. • Program specific electives • Cross program electives
Specialisation beyond the program	Extra-curricular • Program specific • Cross program • Non-programatic/ generic

Lessons learned 3: **Towards a model for competence development**

Observations from the project

- A certain (high) level of understanding and mastery of the digital topic is a crucial but not sufficient condition

- The didactic transformation from "mastering myself" to "teaching a class" is a significant task
  - Learning design: how should the topic be taught?
  - Accessible, legal and scalable digital materials
  - Scalable infrastructure and in class-support

Supportive conditions

- In it together: Team-based competence development

- Keep it simple: Small steps and multiple iterations

- Supportive environment: Time, technical and management

Learning to master

Transforming own skills to learning objects and teaching activities
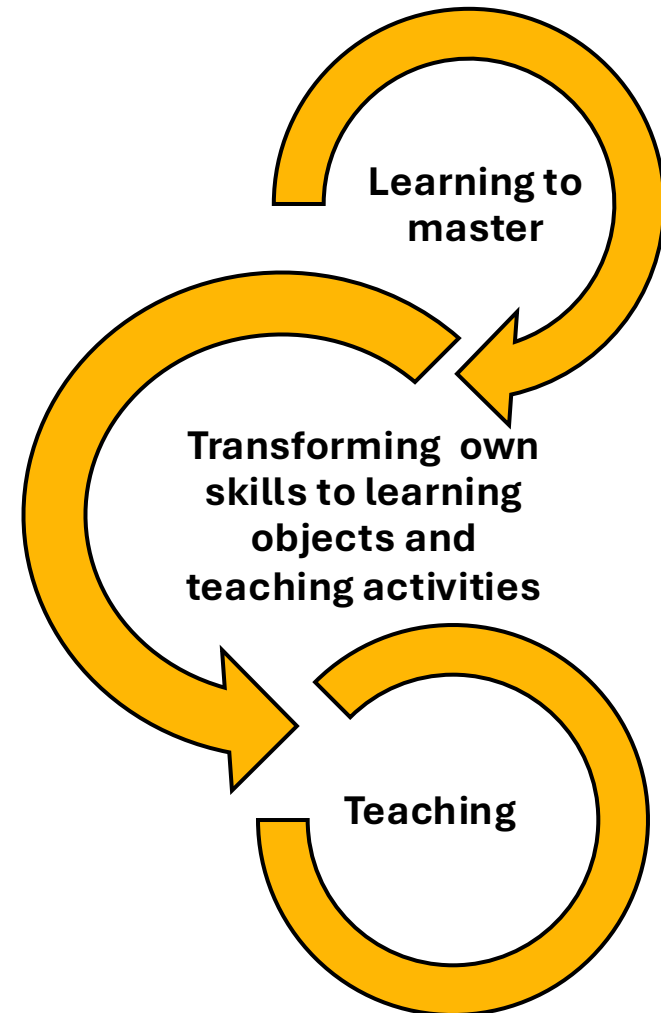
Teaching

Hit by the 3. wave of digitalisation
when Gen AI appeared in the last round of DC

		Main didactic question	Didactic categories
1	Digital teaching and learning activities	**How** Methods and formats expanding the class-room in time and space	Aim of education Objectives and outcomes Content Learning activities
2	Digital curriculum	**What** Content: New objects, new problems, new opportunities for knowledge production	Aim of education Objectives and outcomes Content Learning activities
3	Gen AI	**Why, what and how** What is the aim of HE? What should the students learn and how?	Aim of education Objectives and outcomes Content Learning activities

Depth of curricular change
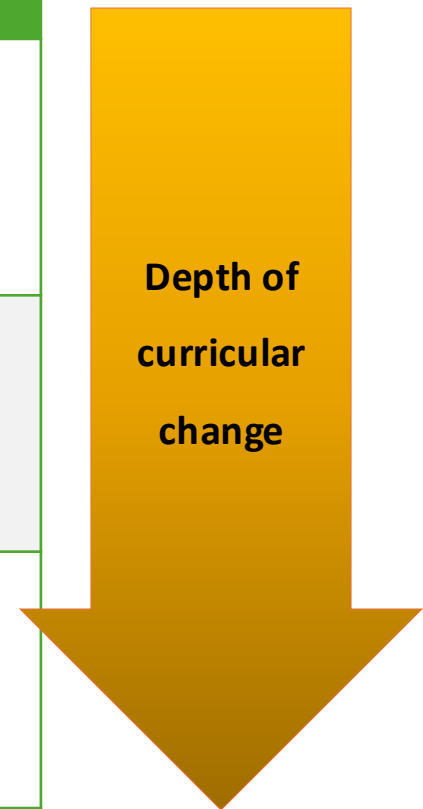
Gen AI backwash on Digital Curriculum

Gen AI might

- question the overall idea of valuable knowledge and the aim of a program
- draw attention towards new/tacit aims

> Academic integrity
> Ethical issues
> Professional norms

Gen AI will probably be a key topic in future discussions of the digital curriculum

Professional identity
Students learn to reflect critically and ethically on themselves and their discipline in a given context and to handle conflicting world-views

Research domain knowledge
Students acquire research topics, problems, perspectives and positions

Guiding distinctions for research integrated education

Professional responsibility
Students learn to handle complex and unpredictable situations and to communicate rationally and respectfully in professional and civic contexts

Research skills and procedures
Students learn to use research methods, procedures and techniques

Learning to learn
Students develop curiosity, readiness to question and seek new knowledge

Research processes
Students learn to plan and carry-out an integrated research-process

The aim of research integrated education (Keiding & Lehmann, forthcoming)