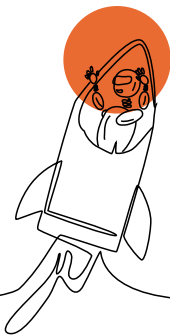


SBE Active Blended Learning Newsletter

**How can SBE educators
use ChatGPT in teaching?**

Activate



"Lecturers are known for summarizing complex knowledge, but with AI tools, our advantage is shifting. So, what sets us apart now?"

Jost Sieweke (M&O) highlights our value in crafting engaging learning experiences that foster active participation, practice, and reflection. To give students memorable experiences, Jost uses Generative AI tools to create live case simulations in his crisis leadership courses. Before, creating realistic scenarios was too time-consuming. Now, with tools like ChatGPT, it's remarkably streamlined.



Dear SBE Educators,

This second Active Blended Learning newsletter focuses on an unavoidable topic: ChatGPT use in education. Read about how SBE teachers are using ChatGPT to create case study materials that activate students. We connect you to the VU rules on ChatGPT in education. And we invite you to tell us - what do you want to learn about Generative AI tools? So that we can empower you further to teach with confidence in this new era of education.

Newsletter
online:



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Using Generative AI to enrich educational experiences

By prompting ChatGPT, Jost quickly generates fictional but realistic seeming materials to suit his case narratives. These materials are integrated into live simulations, where students receive emails from various company members with information that requires real-time responses. Based on student actions, Jost generates new materials instantly, such as press inquiries and CEO emails, immersing students in realistic scenarios. This innovative approach to activating students recently saw Jost win the Education Award at the recent SBE Impact Showroom.

How can other lecturers use Generative AI for case study materials?

Crisis leadership courses emphasize decision-making under pressure, while others can instead incorporate a gradual analysis of AI-generated materials. Francesco Balocco (KIN) integrates generated text into his course Business Information Systems (Bachelor) differently. By prompting ChatGPT with a narrative of a technology implementation problem, Francesco creates realistic cases that include interactions between company members such as text messages and email chains, yielding course-relevant content. These materials could offer scalability across courses, an avenue Francesco is exploring. Jost and Francesco are presenting these examples at the upcoming VU EdTech Day on April 18th.

Tips for generating case study materials with ChatGPT

- Start a new chat window and describe the overall task you want help with e.g. I will ask you to create a range of case materials for a case study of x for the course.
- Outline your learning objectives for the case.
- If you are stuck on any aspect of the case ask ChatGPT for options that can inspire you (e.g. what questions might a journalist ask a CFO in this situation?)
- Prompting requires trial and error. If a prompt doesn't give you what you want, try to identify what led to the 'misunderstanding' and adapt accordingly.
- Maintain oversight - ChatGPT makes mistakes. While using it for fictional materials reduces the need for 'factual' content, only use generated content if you have the expertise needed to verify it and make necessary edits.

For more VU advice about Generative AI use in teaching and learning, see this site for a helpful overview of links.

Teaching and AI:



Empower



We would like to provide you with an educational workshop on Generative AI that is relevant to SBE teachers' interests and needs. Please email us via e.w.hafermalz@vu.nl and share: what would you like to learn about Generative AI use in SBE education?

While we likely can't cover everything, we hope to provide you with a session that is practical for you and inspires innovative teaching practices.

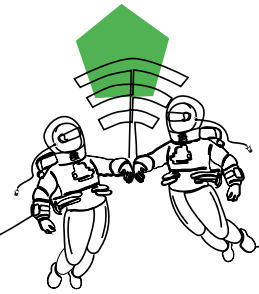
Tips and Tricks for engaging your students by showing you care

Check out our first SBE Active Blending Learning podcast for 5 Tips and Tricks that you can use now in your teaching to engage students by showing that you care. The podcast features two of our SBE teachers - Norman Seeger (Finance) and Ella Hafermalz (KIN).

Watch the video:



Connect



What advice can I give my students about using Generative AI in class?

Follow the QR code "Teaching and AI" for a summary of the VU's stance on student use of Generative AI. As an SBE teacher, it's useful to know what students are hearing from the VU. Here are selected key points from the page:

- Students are not allowed to use generative AI unless the lecturer or examiner of your course indicates if and how this is allowed.
- Teachers cannot force students to use Generative AI (so, for graded assignments an alternative must be offered for students who prefer not to use it).
- Students should always be critical of the text generated by ChatGPT.
- Students have to create their texts themselves (e.g. essays) so that it is possible to assess their knowledge.
- If parts of generative-AI output are used verbatim (e.g. because of the nature of the task), students should cite this as the source and quote it correctly.
- Data entered into ChatGPT is (or can be) stored, so no sensitive information should be entered into it (e.g. company data from research internships).
- Generative AI uses a lot of energy.

SBE sets the tone: new AI application rules

SBE teachers Marco van Gelderen and Brian Tjemkes, responsible for the Bachelor of Business Administration and the Bachelor of International Business Administration respectively, have played a leading role in the development of guidelines for AI in education at SBE. They have developed a working framework intended to regulate the impact of AI.

Scan the QR code for the link to SBE's very own AI policy and texts you can use in your course manual, following an interview with its creators.

SBE AI regulations:

