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Exploring the use of Generative AI in the Curriculum Design and Re-design Process in Tertiary Institutions

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Generative AI for the last few years has been lauded as the go-to tool for content creation and manipulating mass volumes of data quickly through algorithms and machine learning training techniques. Issues related to the acceptance of GAIDE as it has, in recent times been called by renown scholars, includes plagiarism, ethics, misuse, as well as lack of understanding of how it works. Germaine to this discussion is whether educators can or have been adapting to this new approach to knowledge creation. Generative AI when used for Instructional development often coined as (GAIDE) has shown immense utility in both its achievement of content build out that is rigorous and precise for the given parameters. There is no known study on Generative AI use in the creation of mass batches of Curricula in any given institution in the Turks and Caicos and this paper seeks to explore this void in the data. What is unknown is if this approach to curriculum development and design when employed will yield meaningful results. Fear of change is nothing new, and this paper seeks to identify what Generative AI is, enhance our perceptions of the possibilities when this AI is applied, and forge the way forward with approaches to improving teaching and learning. Giants in the teaching and learning space such as EON-XR will also be mentioned as no discussion about generative AI in curriculum design and development would be complete without a discussion of their impact on technological approaches to improving education. The intention is that this scholarly discourse will impact the way we approach curriculum design and development as we forge towards the development of quality curriculum in Tertiary institutions in the Turks and Caicos Islands. Archival Analysis combined with exploratory research techniques will be applied in this study.