

## **FLO MicroCourse Zoom Session 2**

# **An Introduction to the GenAI in Teaching and Learning Toolkit**

**Thursday June 19, 11:00-12:00 PST**

Facilitated by:

- Gwen Nguyen
- Helena Prins
- Britt Dzioba



# Designing Learning and Assessment with GenAI





# My GenAI Disclosure Statement

- In preparing this presentation, I used ChatGPT to assist with:
  - generating downloadable QR codes
  - an image for an ice-breaker activity and suggestions of titles for one of the activities: “AI Sparks: Igniting Ideas and Insights”

Additionally, I used the paid version of ChatGPT 4) to create the customized Assessment As Of and For Learning Bot in February 2025.

- I will do some demonstrations of how to work with Slidesgo, Diffit, Claude, and ChatGPT to design assessment activities.
- 



# Agenda

AI Sparks: Igniting Ideas and Insights



Course Design and GenAI



Designing Assessment As, Of, and For  
Learning with GenAI



# Instructions

Go to

**www.menti.com**

Enter the code

**7863 4162**



Or use QR code





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# **(1) AI Sparks: Igniting Ideas and Insights**





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## **(2) Course Design and GenAI**

# Practical Use of GenAI in Course Design

## Inspiration

- Course mapping
- Exploring ideas for instructional strategies

## Supplementation

- Alt-text generation
- Transcription for audio

## Improvement

- Refining learning objectives
- Improving instructional materials



## Generation~Expansion

- Creating case studies or content materials
- Creating a draft of rubric

([Fang & Broussard, 2024](#))









There isn't much educators can do to slow down AI development, but you do have control of your own class environment, and it is prudent to ***prioritize the humans in these spaces.***

--Prins, 2023, An Educational Emergency: The Bot vs. the Human in Your Classroom Blog





**Human creativity, critical thinking, and empathy** are integral to the design process because they encompass aspects of intuition, emotion, ethics, and human understanding that are challenging for AI to replicate.

<https://medium.com/@Paul4innovating/design-thinking-requires-the-human-touch-in-a-world-of-technology-and-gen-ai-12ee1c5a6979>



# Human-centred learning design

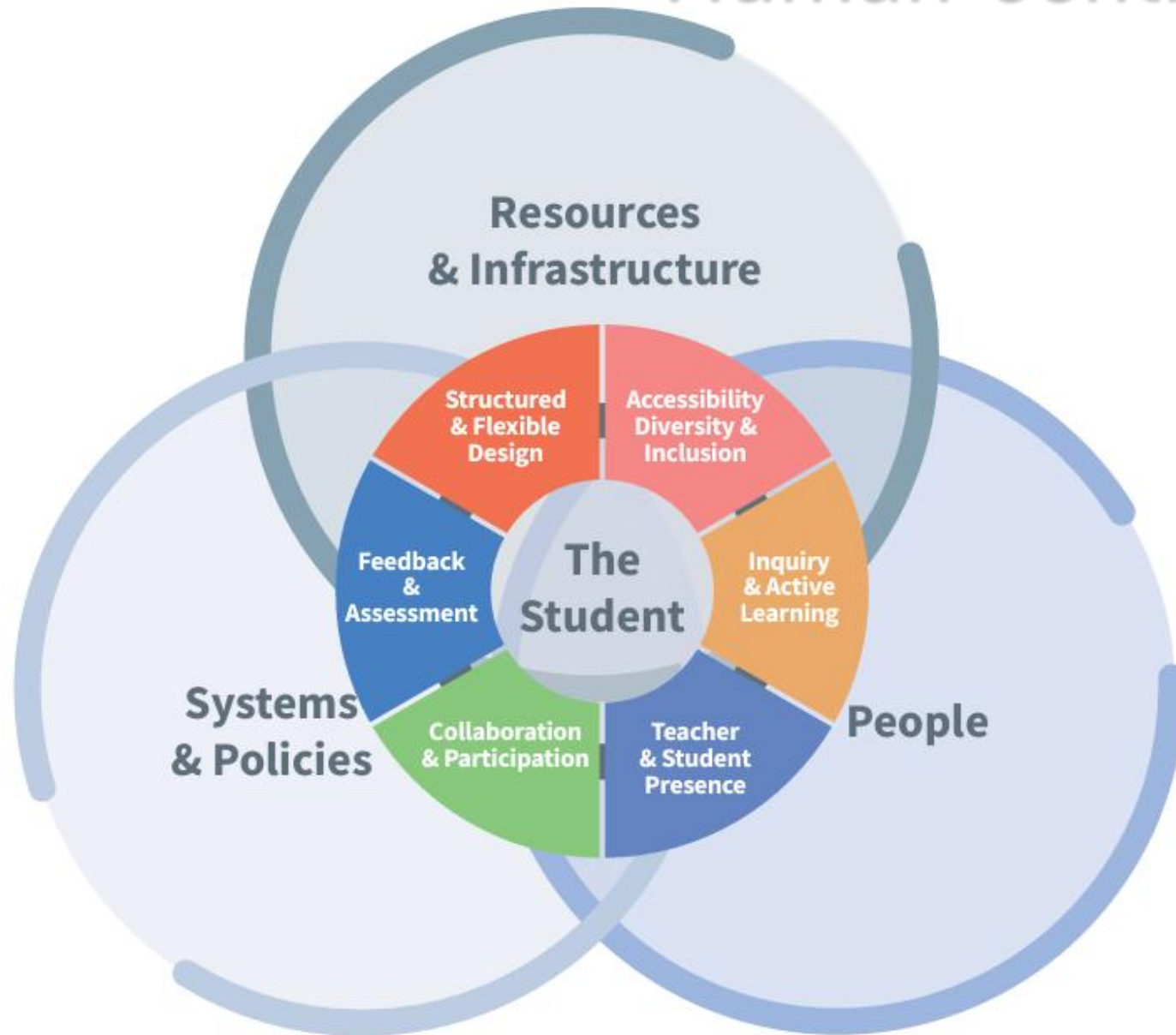
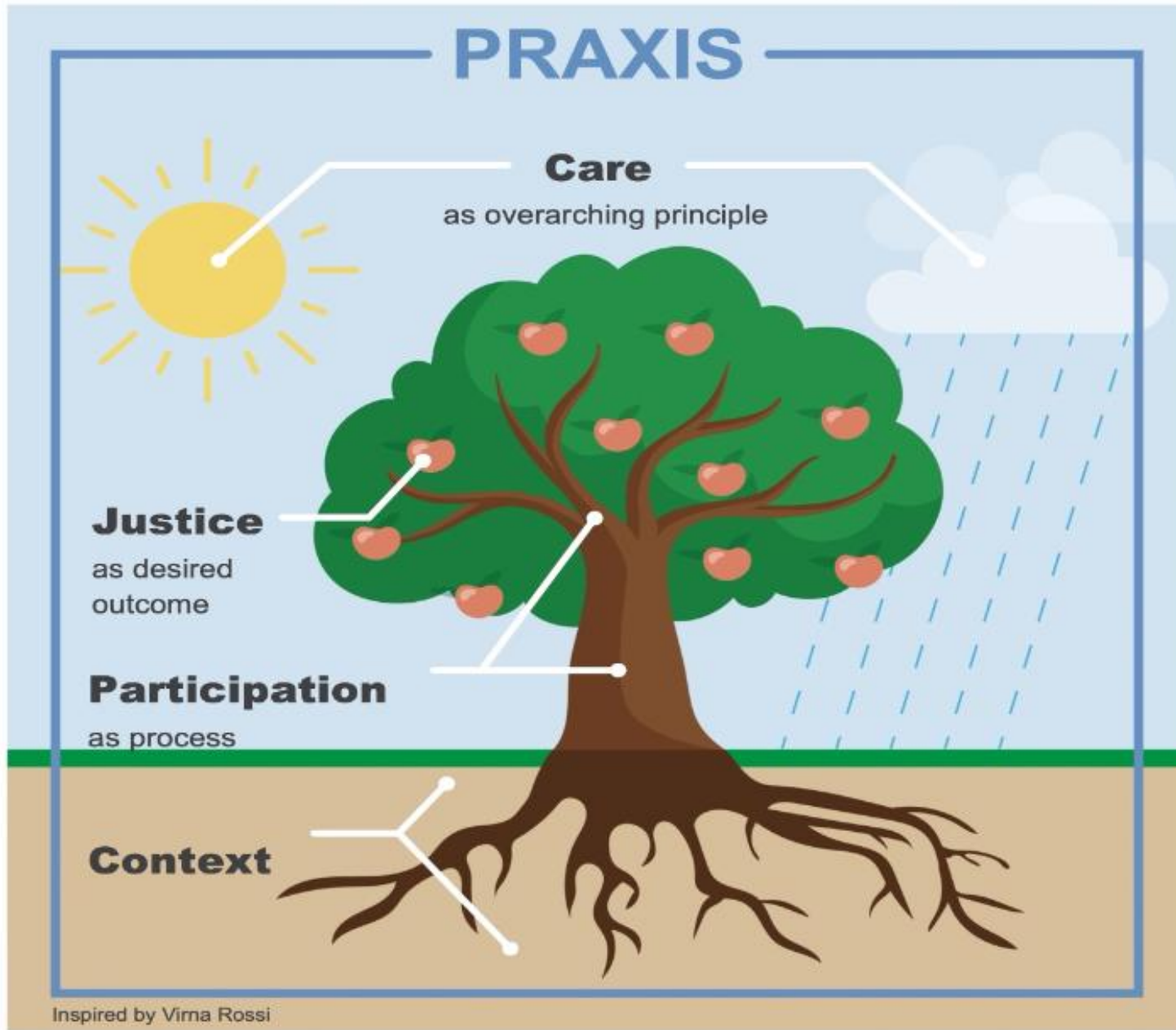


Figure: Human-centred learning design informed by dimensions (Selkrig et al., 2023, p. 15)

# Compassionate Learning Design



- Gachago, Bali, Pallitt, 2024

Figure 2: Towards compassionate learning design



# Strategies to support **human-centred design** and **compassionate learning design**

1. Cultivate **critical GenAI Literacy** ([Bali, 2024](#))
2. Develop **transparency, responsibility, and integrity** by co-creating GenAI policies/guidelines with learners (Anselmo, Eaton, Jivani, Moya, Wright, 2024)
3. Prioritise **accessibility, diversity and inclusion** in designing learning activities with GenAI. (Selkrig et al., 2023)
4. Apply strategies from **inquiry and active learning** to making learning engaging, authentic, meaningful, and effective (Selkrig et al., 2023)
5. Foster **collaboration and participation** in learning activities and tasks
6. Consider innovative, authentic, ongoing approaches to **feedback and assessment**
7. Take **a compassionate approach** to understanding why students might use GenAI in an unauthorized manner ([Bali, 2024](#))



# Learning Design with GenAI Padlet

- Choose the human elements that align with your teaching philosophy and design a concept of one learning activity that integrate GenAI and enhance these human qualities
- Design a learning concept that showcases how you maximize the intentional human elements in your teaching.



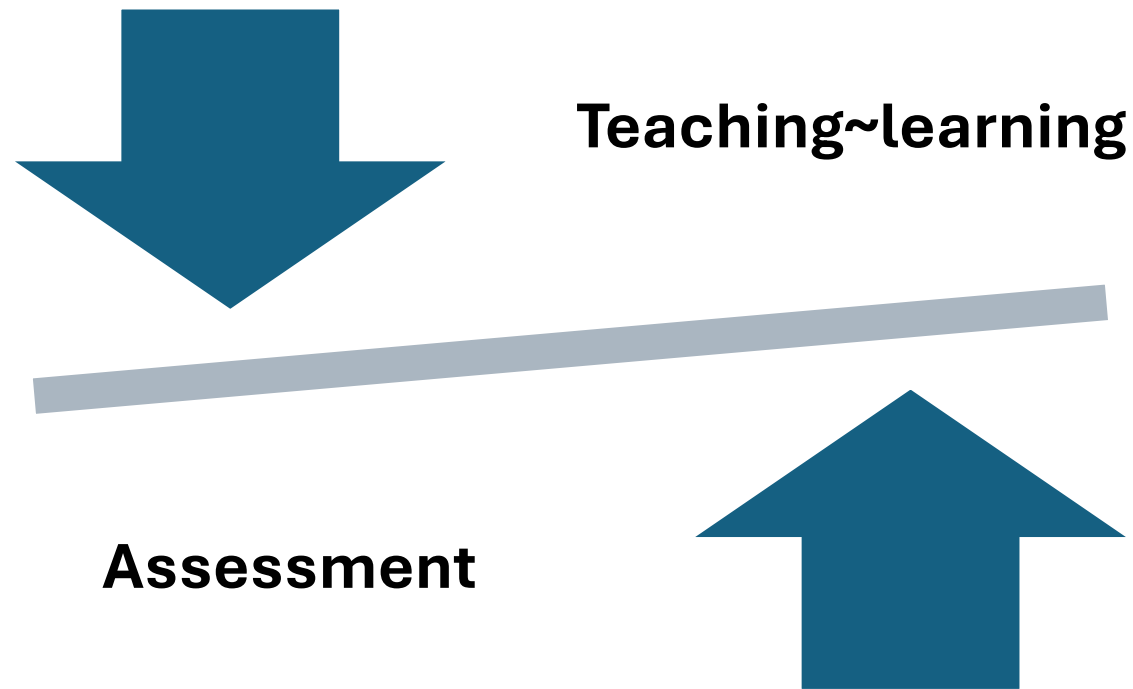


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# **(3) Designing Assessment As, Of, and For Learning with GenAI**

# Assessment: What? and Why?

Assessment is a process of gathering, analyzing, and interpreting information to understand and improve student learning.





# Rethinking Assessment from a Holistic Perspective

- **Assessment of learning** (summative assessment): a process that evaluates students' achievement at the end of a learning cycle (e.g., unit, course, program, etc.) against some predetermined learning outcomes.
- **Assessment for learning** (formative assessment): a process that provides ongoing feedback to guide teaching and learning.
- **Assessment as learning**: a process where students actively engage in their own learning and reflection.

<https://opentextbc.ca/teachingandlearningwithai/chapter/designing-assessment-in-the-age-of-genai/>






**“100%** of students were using AI...  
Students were quick to point out that there were lots of different types of usage, and that they did not consider a lot of it to be cheating.”

(Bowen & Watson, 2024, p. 4)




## 5m Think-Pair-Share

**How might your current  
assessment methods be affected  
by students' access to AI?**



We need to shift our focus from assessing learning as *output* to assessing learning as a *process*.

— Pratschke, 2024, p. 101



The more sophisticated our technology becomes at mimicking human thought, the more urgent our need to capture genuinely human learning process.

— Alcock, 2025





# Designing Assessment with AI tools



Harness AI's strengths

Human's eyes with steady hands

Ethics guide the way



# Designing Assessment with AI tools: Samples

- AI as ***open educational test bank***
- AI as ***assessment design assistant***
  - generating different types of assignment materials
  - personalizing assignments (creating individual versions of this assignment, making goals more transparent, or creating resources to aid students in completing tasks)
  - brainstorming/ creating new assignments (reviewing and suggesting ways to make this assignment more relevant to students interested in XYZ, How might my students use AI on this assignment? how might I make this harder to cheat using AI on this assignment?)
  - Creating detailed checklist that can guide students about how pieces of assignments fit together



## **Example: Process Assignment Template (Bowen & Watson, 2024, p. 192-193)**

- Ask an AI to write an essay/write code/draw an image/create a script/design an experiment/draft a press release/propose a new business/analyze data
- Evaluate the results. Make a list of errors or how this result could have been better.
- Adjust your prompt to improve the output.
- Which result is best and why?
- What was your strategy to improve the prompt? What worked best?
- Take the best output and make it even better with human editing.
- Describe for an employer what value you added to this process.
- Explain why human work improved the AI work.

# PAIRR graphic designed by Nicholas Stillman







# SLIDESGO

<https://slidesgo.com/>

- **Icebreaker Generator as Assessment for learning**

*Generate three 10-minute interactive icebreaker activities for a teacher education class where students articulate their initial teaching philosophy in a metaphor*

- \* **AI Quiz maker**

*Design 5 one-minute exit ticket activities for an in-person, one-hour workshop focused on teaching the ethics of Generative AI (GenAI) in education. Each activity should serve as a quick formative assessment that helps learners consolidate and reflect on their understanding of key ethical considerations.*

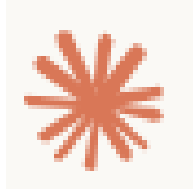


<https://app.diffit.me/>

**Adaptive resources** (adapted reading for different levels, questions, key vocabulary, open ended prompts, student-ready activities)

*Create ten multiple-choice test questions that address the most important concepts in the uploaded article.*

# Claude



- As an experienced instructional designer, your task is to review this assignment sheet for any potential cultural bias and suggest changes if needed. Offer recommendations for adjustments that promote inclusivity, cultural sensitivity, and diversity in the instructional materials.
- Analyze typical assignments for college-level courses in X and adapt or create five new assignments that require AI assistance. Provide comprehensive instructions. If the assignment can be done by AI alone, then start over.
- Transform this assignment sheet into multiple versions for different groups of students: or students who have already taken Requirement 101 and those who have not (for English Literature-majored and non-majored)

# Assessment AS-OF-and-FOR Learning Bot







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**Too good not to share!!!**






<https://assessment-partner.com/>



McMaster University - McPherson Institute)

The Assessment Partner is a web-based multi-agent GenAI resource that helps instructors plan and generate custom-built assessment tasks for their courses



<https://www.aiteachingassistantpro.ca/>



Using OpenAI's ChatGPT helps reduce instructor workload and enhance teaching (Helping with multiple choice question creation, and essay prompt + rubric creation)



# Questions



# Your Task for Today

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## Reflection Forum: Pedagogical Implications

- Reflect on the strategies presented in Modules 6 and 7 :  
*What strategies do you find most promising or practical in your context, and why?*
- Post your reflection and provide feedback/comments on at least one peer's post.





# Thank you!

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# References

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