



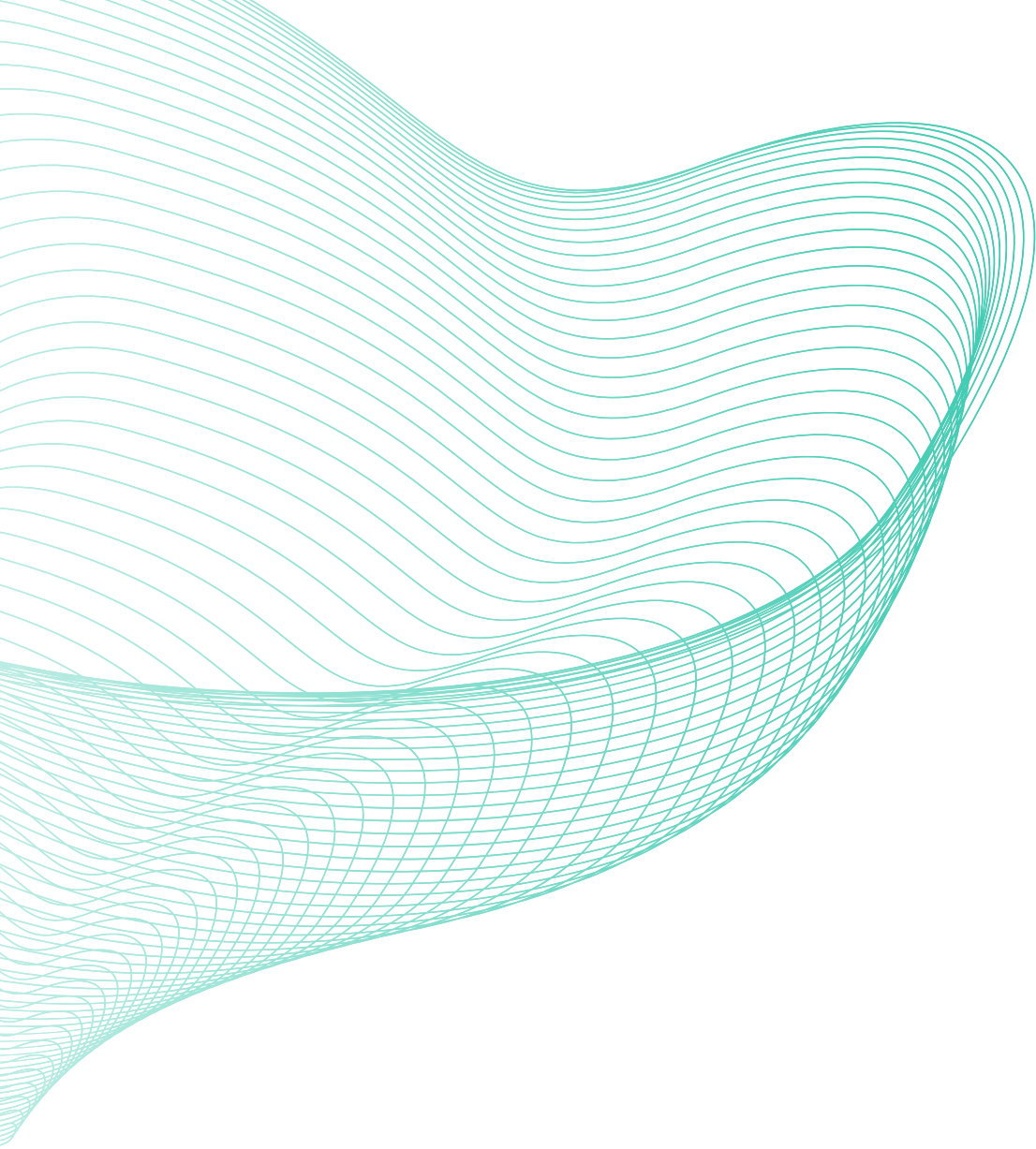
The Future of Online Course Design: An AI-Assisted, Human-Driven Model

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TCC Connect





Overview of the Session

Assumptions and Expectations

Institutional Context

AI's Benefits and Limitations

Why AI-Assisted Learning Design

**Considerations for AI-Assisted Learning
Design**

TCC Connect AI-assisted Model

**Demonstration of AI-assisted
Learning Design**

Assumptions and Expectations

Be Critical of AI Output

LLMs are language
models, not logic
models

AI is Best in Knowledgeable Hands

Expertise required

Fundamental Change on the Horizon

AI will fundamentally
change how we design
instructional experiences

Assumptions and Expectations

AI and ChatGPT

In this session, term
"AI" and ChatGPT used
interchangabiliy

Opportunity to Shape Learning Design

for future generations
at our institutions and
within our field

Our Model Preserves Established Human Roles

believe these roles still
hold value in this process

Question



How have you utilized AI in learning design?

A: I have developed many different types of learning materials with the assistance of AI.

B: I have explored AI but not for instructional design purposes.

C: I am just learning about AI but I am interested in learning more.

D: I am interested but also scared about the potential impact of AI in education.

Institutional Context

How did we get to this point?

Peer Development Process (PDCs)

Emphasis on being textbook agnostic, learning outcome aligned, QM Rubric aligned, WCAG 2.x AA compliant (AAA where possible)

Expectations

Regular and Substantive Interaction, Open Educational Resources, Accessibility requirements with little change in expected timelines.

Innovative Practices

Leadership is responsive and supportive of innovative practices. ID team has served as the innovation incubator for the "innovative" campus

AI's Benefits

A decorative graphic in the bottom left corner of the slide, consisting of numerous thin, overlapping, wavy lines in a light teal color, creating a sense of motion and depth.

AI can assist in learning design in the following ways:

- Brainstorming
- Summarizing
- Organizing thoughts, Outlining concepts
- Simulation
- Evaluating learning materials and assessment tools

AI's Limitations

Abstract teal wavy lines in the bottom left corner of the slide.

Limitations of AI in assisting learning design

- It isn't culturally aware
- It isn't pedagogically aware
- It can be confidently biased and incorrect

AI-assisted Learning Design Model

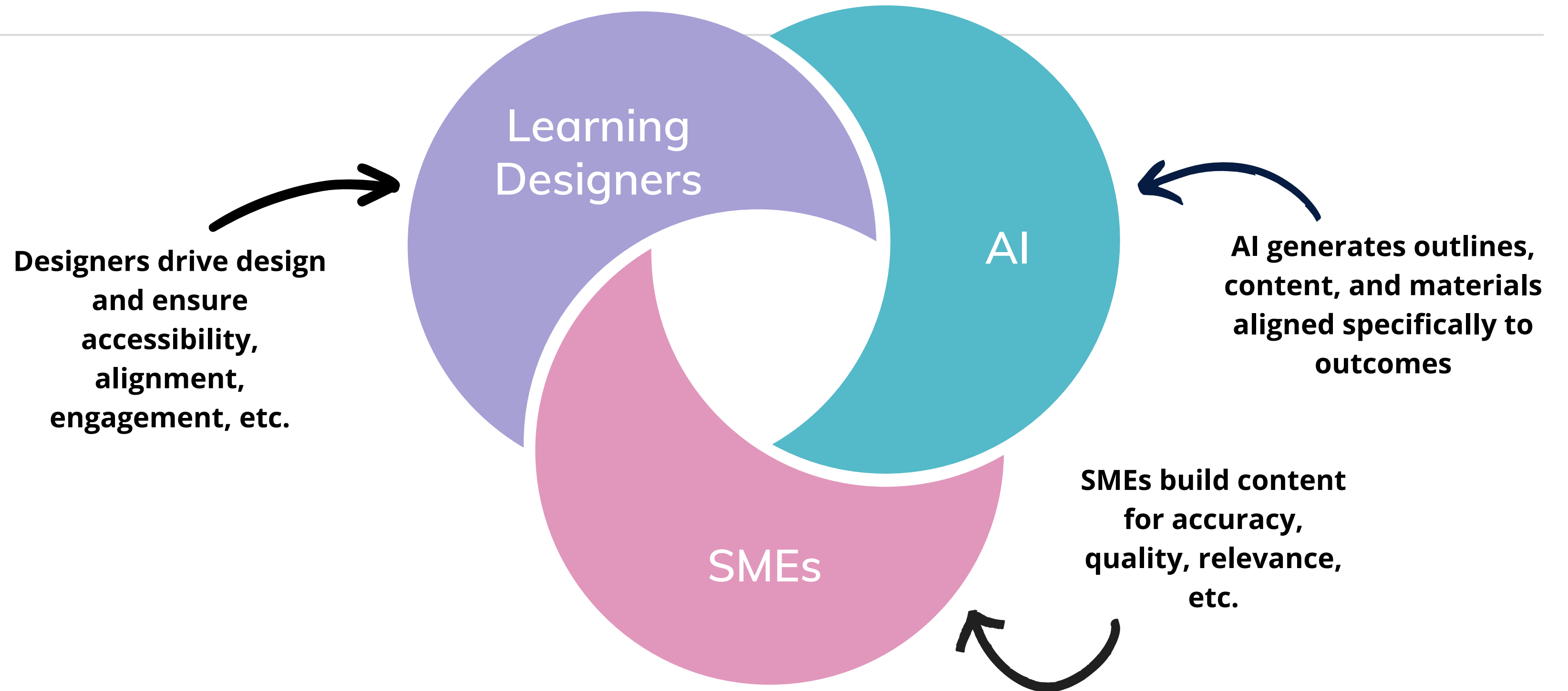
AI-assisted learning design refers to the use of artificial intelligence (AI) technologies to support and enhance the process of designing learning experiences. The goal of AI-assisted learning design is to make the process of designing effective learning experiences more efficient, effective, and personalized, by leveraging the power of AI to assist the learning designer.

AI-assisted Learning, Human-Driven

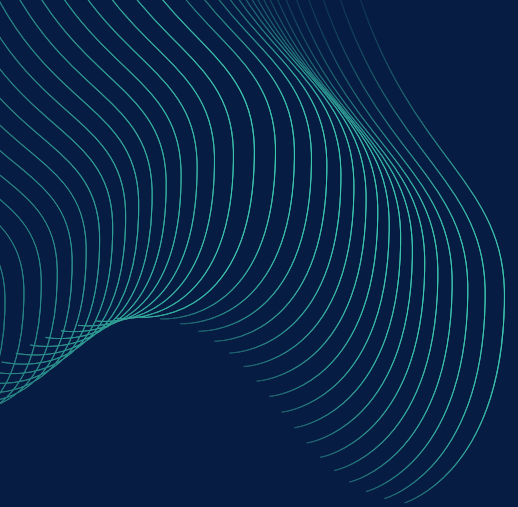
Why AI-Assisted, Human-Driven Learning Design?

AI prompting is most effective when prompted by experts in learning design or subject matter experts (Lametti, 2023)


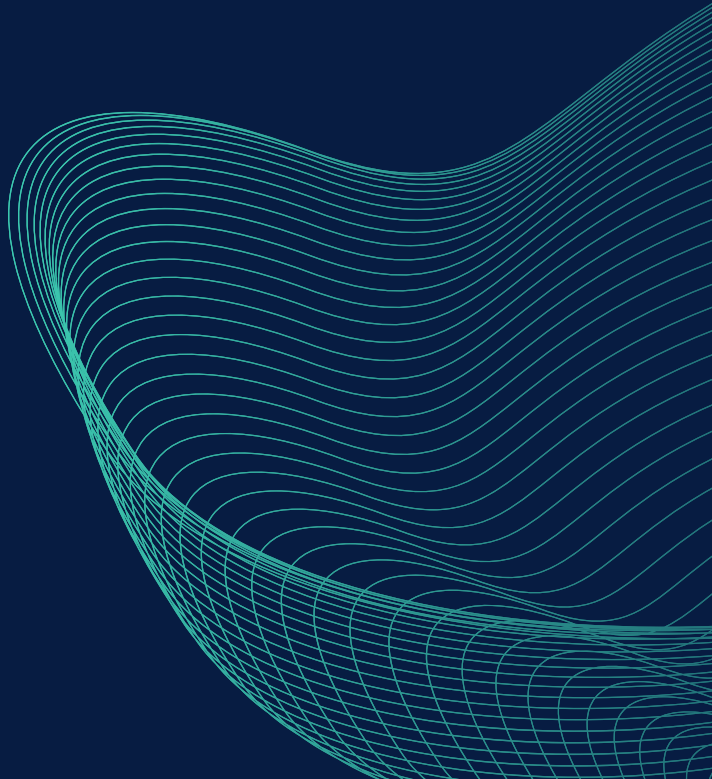
Peer-review process - central to any academic endeavor



User-centered approach to design



“The instructional designer is likely the primary prompt engineer. Instructional design expertise will be reflected in the output of these systems in proportion to the degree that instructional design expertise is embedded in the prompts fed into the systems.” (Wiley, 2023)



Considerations for Learning Designers and SMEs

“AI literacy... a set of competencies that enables individuals to critically evaluate AI technologies; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.” (Long & Magerko, 2020)

They need opportunities to:

- **practice AI prompting**
- **critically evaluate AI tools and outputs**
- **think about how they may integrate these tools effectively for personal and design-related tasks**
- **guidance on prompting for your specific discipline and design workflow**

Considerations for Learning Designers and SMEs

Should design activities that:

- **Align with learning outcomes**
- **Leverage what AI does well**
- **Manage what it does not**

Your use of AI tools will model for students appropriate and ethical uses of these tools

AI-assisted models may necessitate a shift where content origination to more to learning designers - SMEs may take on more of an editor role

It's vital to continue to defer to subject matter experts for guidance on curricular and subject-specific content

Considerations for Learning Designers

Train to become prompting experts for learning design - immerse yourselves in AI prompting and learn what it does well and what it does not

Develop standard operating procedures for AI-assisted learning design - set clear ground rules about where you will use AI tools and where you won't

Considerations for Subject Matter Experts

Have a general understanding of good prompting techniques - what prompts works well for your particular use cases - experimentation is key

Determine a level of engagement with AI tools appropriate for you, your field, your students, etc.

It's okay to start small - use as needed to fill in gaps

What works for one may not work for others



TCC Connect AI-Assisted Model

Course Map (Outline)

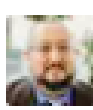
Prompt as much or as little of this process as required.

Prompt in Steps

Prompt in steps by order of complexity/detail required – the more detail, the better the prompt

Design Steps

Step 1: Course level design
Step 2: Module level design
Step 3: Topic level design
Step 4: Assessment design



write a 10 lesson course outline that includes a lesson title, description, and topics. The lessons should align to the following outcomes: CO1: Identify major business functions of accounting, finance, information systems, management, and marketing.

CO2: Describe the relationships of social responsibility, ethics, and law in business.

CO3: Explain forms of ownership, including their advantages and disadvantages.

CO4: Identify and explain the domestic and international considerations for today's business environment: social, economic, legal, ethical, technological, competitive, and international.

CO5: Identify and explain the role and effect of government on business.

CO6: Describe the importance and effects of ethical practices in business and be able to analyze business situations to identify ethical dilemmas and ethical lapses.

CO7: Describe basic financial statements and show how they reflect the activity and financial condition of a business.

CO8: Explain the banking and financial systems, including the securities markets, business financing, and basic concepts of accounting.

CO9: Explain integrity, ethics, and leadership as they relate to leadership and management.

🔄 Regenerate response



Course Title: Introduction to Business



Lesson 1: Business Functions

Description: This lesson introduces students to the major business functions of accounting, finance, information systems, management, and marketing.

Topics:

- The role of accounting in business
- The role of finance in business
- The role of information systems in business
- The role of management in business
- The role of marketing in business

Lesson 2: Social Responsibility, Ethics, and Law in Business

Description: This lesson discusses the relationships between social responsibility, ethics, and law in business.

Topics:

- Corporate social responsibility
- Business ethics
- Legal considerations in business

AI-Generated

- Lesson 1: Introduction to Business Functions
- Lesson 2: Social Responsibility, Ethics, and Law in Business
- Lesson 3: Forms of Ownership
- Lesson 4: Domestic and International Considerations for Today’s Business Environment
- Lesson 5: Role and Effect of Government on Business
- Lesson 6: Ethics in Business
- Lesson 7: Financial Statements
- Lesson 8: Banking and Financial Systems
- Lesson 9: Leadership and Management
- Lesson 10: Information Technology and Business

PDC-Generated

- Lesson 1: The Business Mindset, Economics, and the Free Market
- Lesson 2: Business Ethics and Social Responsibility
- Lesson 3: Global Economy
- Lesson 4: Starting a New Business and the Entrepreneurial Spirit
- Lesson 5: Management and Human Relations
- Lesson 6: Human Resources
- Lesson 7: Marketing
- Lesson 8: Accounting
- Lesson 9: Financial System
- Lesson 10: Information Technology and e-Business

Lesson 9: Integrity, Ethics, and Social Responsibility in Leadership and Management

Description: This lesson explores the importance of integrity, ethics, and social responsibility in leadership and management.

Topics:

- Ethical leadership
- Corporate social responsibility
- Business ethics



write outcomes for the following lesson: Lesson 9: Integrity, Ethics, and Social Responsibility in Leadership and Management

Description: This lesson explores the importance of integrity, ethics, and social responsibility in leadership and management.

Topics:

Ethical leadership

Corporate social responsibility

Business ethics




Outcomes:



By the end of this lesson, students will be able to:

1. Define ethical leadership and explain its importance in the workplace.
2. Identify examples of ethical and unethical leadership practices.
3. Understand the concept of corporate social responsibility and its impact on business operations.
4. Analyze the benefits of implementing social responsibility initiatives in business.
- ★ 5. Identify the ethical challenges faced by organizations and explain how to address them.
6. Understand the importance of business ethics in creating a sustainable business environment.
7. Develop a plan for implementing ethical practices and social responsibility initiatives in a business setting.



Write a list of topics to cover for the following outcome: Identify the ethical challenges faced by organizations and explain how to address them. 



Topics to cover for the outcome "Identify the ethical challenges faced by organizations and explain how to address them" could include:  

- ~~1. Defining ethics and ethical behavior~~
2. Types of ethical challenges faced by organizations (e.g. conflicts of interest, bribery, discrimination)
3. Impact of unethical behavior on stakeholders (e.g. customers, employees, shareholders)
4. Ethical decision-making frameworks (e.g. Utilitarianism, Deontology, Virtue Ethics)
5. Creating an ethical culture within an organization (e.g. values-based leadership, codes of conduct, ethics training)
- ~~6. Whistleblowing and ethical reporting mechanisms~~
7. Managing ethical dilemmas in the workplace (e.g. ethical decision-making models, conflict resolution strategies)
- ~~8. Incorporating ethics into strategic planning and decision making~~
9. Ethical considerations in global business and cross-cultural communication.



write an introductory paragraph for the following topic: Managing ethical dilemmas in the workplace (e.g. ethical decision-making models, conflict resolution strategies)



In today's complex business environment, ethical dilemmas are increasingly common. As a result, organizations must take proactive measures to identify and address these challenges. Managing ethical dilemmas in the workplace involves understanding the factors that contribute to ethical dilemmas, developing ethical decision-making models, and implementing effective conflict resolution strategies. This topic explores various approaches to managing ethical dilemmas in the workplace and provides practical guidance for organizations seeking to promote ethical behavior among their employees.





write a real world activity that would help realize the following outcome: Develop a plan for implementing ethical practices and social responsibility initiatives in a business setting.



Activity: Developing a Social Responsibility Action Plan



Objective: To develop a plan for implementing ethical practices and social responsibility initiatives in a business setting.

Description: Participants will work in groups to develop an action plan for implementing ethical practices and social responsibility initiatives in a business setting. The plan should identify key stakeholders, goals, objectives, and specific actions to be taken. The groups will then present their plans to the larger group and receive feedback.

Steps:

- ~~1. Form groups of 4-5 participants~~
2. Assign each group a hypothetical business scenario with ethical challenges
3. Instruct each group to develop an action plan for implementing ethical practices and social responsibility initiatives in their assigned business scenario
4. Each group should identify key stakeholders, goals, objectives, and specific actions to be taken
5. Groups will then present their plans to the larger group and receive feedback
6. Facilitate a discussion on the strengths and weaknesses of each plan and how they can be improved
7. Conclude the activity by discussing the importance of implementing ethical practices and social responsibility initiatives in a business setting and how it can lead to long-term success.



write a hypothetical business scenario with ethical challenges



A small software development company is developing a new product for a major client. The project is behind schedule, and the client has threatened to cancel the contract if the project is not completed on time. The lead developer on the project realizes that the team has made a critical error in the code, but correcting it would require significant additional time and resources. The developer is facing a dilemma: either disclose the error and risk losing the client or keep the error hidden and risk the product malfunctioning and causing harm to end-users. The company CEO has instructed the developer to prioritize delivering the project on time and has emphasized the importance of maintaining good client relationships. The developer is torn between conflicting values of honesty and accountability and the pressure to meet the client's demands.





create a rubric to facilitate an evaluation of the strengths and weaknesses of a student's social responsibility plan



Rubric for Evaluating Student's Social Responsibility Plan:

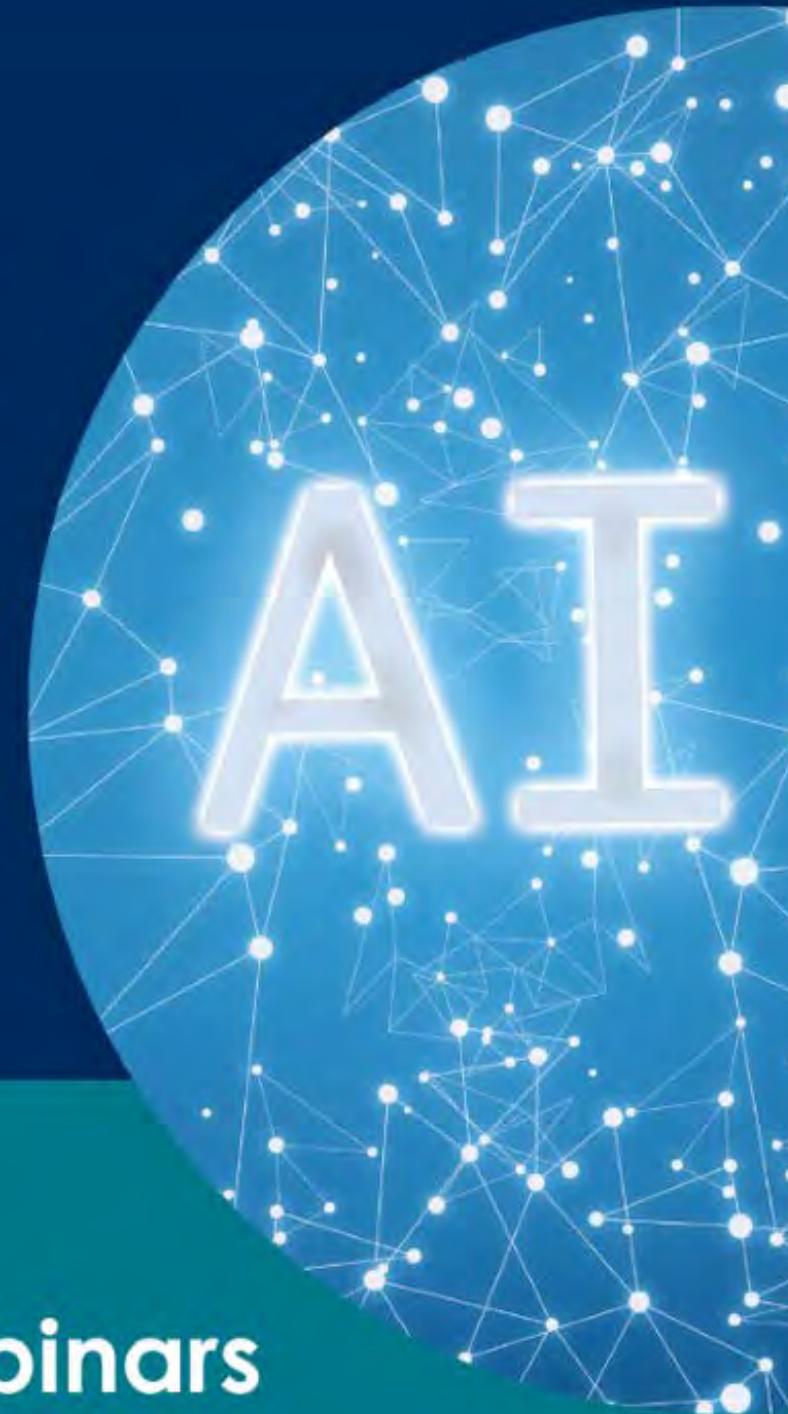


Category	Excellent	Good	Average	Needs Improvement
Clarity of Purpose	The plan is well-defined and clearly states the intended social impact	The plan is mostly clear but may lack detail or specificity	The plan is somewhat clear but lacks details on its intended social impact	The plan is unclear and lacks any specific purpose or goal

Category	Excellent	Good	Average	Needs Improvement
Clarity of Purpose	The plan is well-defined and clearly states the intended social impact	The plan is mostly clear but may lack detail or specificity	The plan is somewhat clear but lacks details on its intended social impact	The plan is unclear and lacks any specific purpose or goal
Feasibility	The plan is achievable and realistic with clear steps and resources outlined	The plan is mostly achievable but may lack some detail or resources	The plan is somewhat achievable but lacks clear steps or resources	The plan is not feasible or lacks any clear steps or resources
Innovation	The plan demonstrates creativity and originality in its approach to addressing the social issue	The plan shows some creativity in its approach but lacks originality	The plan is not particularly innovative in its approach	The plan lacks any innovative approach

Join TCC Connect Campus in the discussion on Artificial Intelligence

- June 15 - AI in Education 101: Everything You Need to Know - 10 to 11 AM
- June 22 - AI-Enabled Teaching: Making Learning More Effective - 2 to 3 PM
- July 12 - The Art and Science of Course Design: An AI-Assisted, Human-Driven Approach - 11 AM to 12 PM
- July 18 - President's Speaker Series AI Panel - 10 AM to 12 PM
- July 25 - From Hype to Reality: Exploring the Future of AI - 3 to 4 PM



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AI Prompting Guide for Online Course Design

In general, there are four basic elements of a prompt (DAIR.AI, 2023):

1. Instruction - a specific task or instruction
2. Context - external information or additional context that informs the model
3. Input Data - information that you want the model to respond to or manipulate in some way
4. Output Indicator - the style, type, tone, or format of the output.

You do not need all four elements for prompt. You can also establish context in your initial prompt to set the stage for subsequent prompts in a conversation. Also, you can substitute these terms when writing your prompts. For example, use "Task" instead of "Instruction" or "Format" instead of "Output Indicator."

Utilizing an Incremental Processing Technique (Bilal, 2023), below are potential prompting tasks for the planning, design, and build phases of the online course design process. In this guide, we suggest establishing the initial context first to set the stage for subsequent prompts.

It is important to recognize that Large Language Models (LLMs) such as ChatGPT or Bard are language models, not logic models. Therefore, it is recommended that you review any output generated by these systems for potential bias and misinformation.

Establish Context for Course Design Assistance

Start a new AI chat. Begin by providing some context. Prompt:
I am developing an online course on <topic> for <audience - e.g. community college students>. In general, I want students to be able to <in broad terms, explain what students should be able to do when they complete your course> <Explain some of your instructional goals - e.g. I plan to include topics that promote a diversity of people and perspectives represented in the curriculum> I need you to act as my course design assistant.

Establishing context before attempting any of the prompts below will lead to more refined and relevant outputs.

Planning Phase

In this initial phase, the course designer defines the purpose and goals of the course, and identifies the target audience. These are typically articulated in a course name, description, and course level outcomes. The designer may also determine the course structure, duration, and



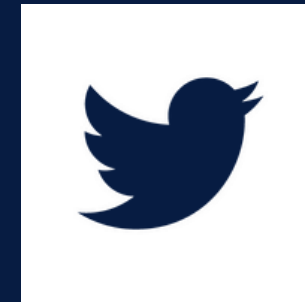
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