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Innovating Instructional Design Pedagogies: Integrating Generative AI into VoiceThread Presentations

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Why Teach AI Responsibly in Instructional Design

- Generative AI is transforming how we design, teach, and learn.
- Educators must guide students to use AI *efficiently, ethically, and creatively.*
- Many learners adopt AI tools without critical understanding or design purpose.
- Goal of my project: help future instructional designers become *thoughtful AI collaborators,* not passive users.

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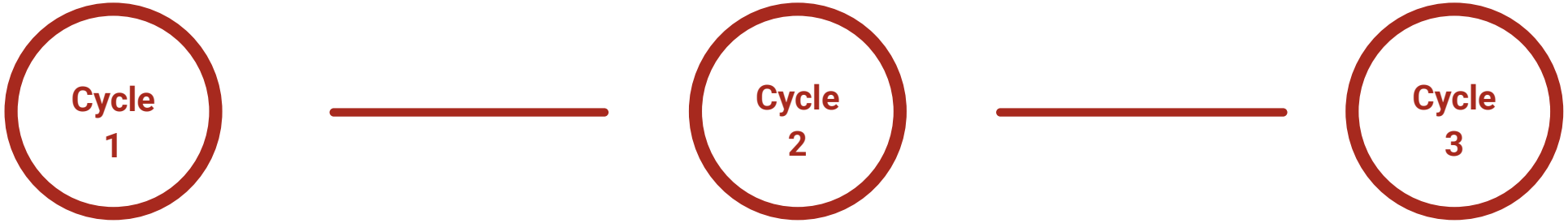
Three Iterative Learning Cycles for Building AI Competency



Exploration

- Apply Universal Design for Learning (UDL)
- Experiment with AI for brainstorming, drafting, visuals

Refinement

- CRISP prompt-engineering
- Evaluating human vs. AI feedback
- Ethics reflection

Application

- Teach others how to use Chat GPT responsibly

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VoiceThread Presentation Instruction

Cycle 1	Cycle 2	Cycle 3
1. **Slide 1:** Title + introduction to UDL. 2. **Slide 2–4:** Explain the three UDL principles with examples. 3. **Slide 5:** Application to online course design. 4. **Slide 6:** Your conclusions and implications for instructional design. 5. **Slide 7:** Discussion Question for Peers	1. **Slide 1:** Title + introduction to UDL. 2. **Slide 2–4:** Explain the three UDL principles with examples. 3. **Slide 5: Application to online course design (Revise it based on prompt creation CRISP techniques).** 4. **Slide 6: Comparison Slide – Show AI's raw output, your revision, and explain why you revised or rejected certain parts on the Slide 5.** 5. **Slide 7: Ethical Reflection – Identify one ethical concern about AI in instructional design (e.g., bias, originality, accessibility).** 6. **Slide 8:** Your conclusions and implications for instructional design. 7. Slide 9: Pose a discussion question for peers.	1. **Title Slide:** Topic, your name, and your intended audience. 2. **Introduction:** Why learning to use Chat GPT matters. 3–5. **Main Content Slides:** Teach your key points with examples or demonstrations. 3. **Ethical Use Slide:** Explain responsible use and potential pitfalls. 4. **Conclusion:** Recap your key ideas. 5. **Discussion Prompt:** Pose one thought-provoking question for peers to respond to on VoiceThread.

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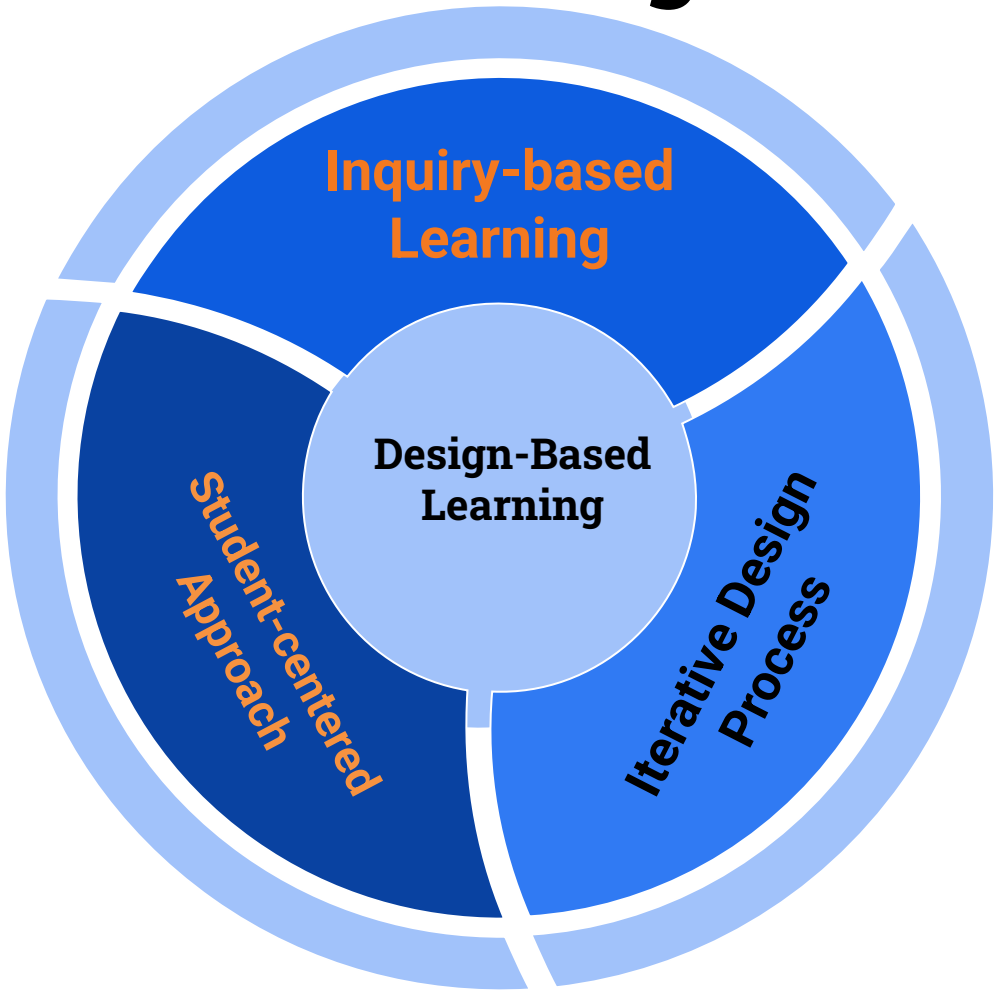
Core Pedagogical Frame: Design-Based Learning



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Scaffolding Across Cycles

Cycle 1	Cycle 2	Cycle 3
1. **Reading on UDL** 2. A reading on AI and Machine Learning 3. Tutorial videos on UDL 4. Tutorial on How to use VoiceThread 5. Videos on AL and ML 6. Video on Foundations of Generative AI 7. **Structured template**	1. Video on Chat GPT Tutorial: how to use ChatGPT for beginners 2. How to make and edit images with Chat GPT for beginners 3. Video on Introducing Generative AI and its Use Cases 4. Video on Generative AI Tools and Applications 5. Terminologies and Related Concept of AI 6. **Reading on Prompt engineering CRISP Prompt Cheat Sheet** 7. Video on Best Practices for Prompt Creation 8. **Text-to Text Prompt Techniques** 9. **Text-to-Image Prompt Techniques** 10. Reading on Ethical Consideration and Responsible Use of AI 11. Three videos on ethical considerations and responsible use of AI	1. Reading on Design Principles

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Situated Learning

- Tasks mirror real work of instructional designers: designing online learning with UDL, prompt engineering, ethics.
- Students perform professional roles rather than classroom exercises.

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Reflective Practice

Cycle 1	Cycle 2	Cycle 3
1. How you used AI in brainstorming, drafting/editing and visual generation? 2. What you found useful? 3. What you found problematic?	1. How does the scaffolding (Crisp prompt creation framework, videos, articles) provided in this module help you refine the presentation? 2. What revisions did you make to AI outputs, give specific examples and why? 3. How did human vs. AI peer feedback differ? please tell us what AI said, what you said and what is your judgement. 4. What ethical issues do you see in using AI for instructional design, give specific examples?	1. How has ChatGPT been used to design this learning activity? 2. What instructional design principles do you suggest to help other instructional designers or educators to design a learning activity with the assistance of generative AI?

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Collaborative Learning

- Answer the questions posed in the last slide of peers

- Comment Comment on at least two peers' VoiceThread including:
  - ❖ Questions about how they applied UDL.
  - ❖ Suggestions for improvement.
  - ❖ Observations about how they used AI differently.

- Provide peer feedback on slide 5 and ask AI to provide feedback, and compare the feedback between human and AI.

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Ethical Pedagogy

- Students analyze bias, originality, accessibility.
- Ethics integrated into design, not added at the end.
- Builds a sense of *professional responsibility* in AI use.

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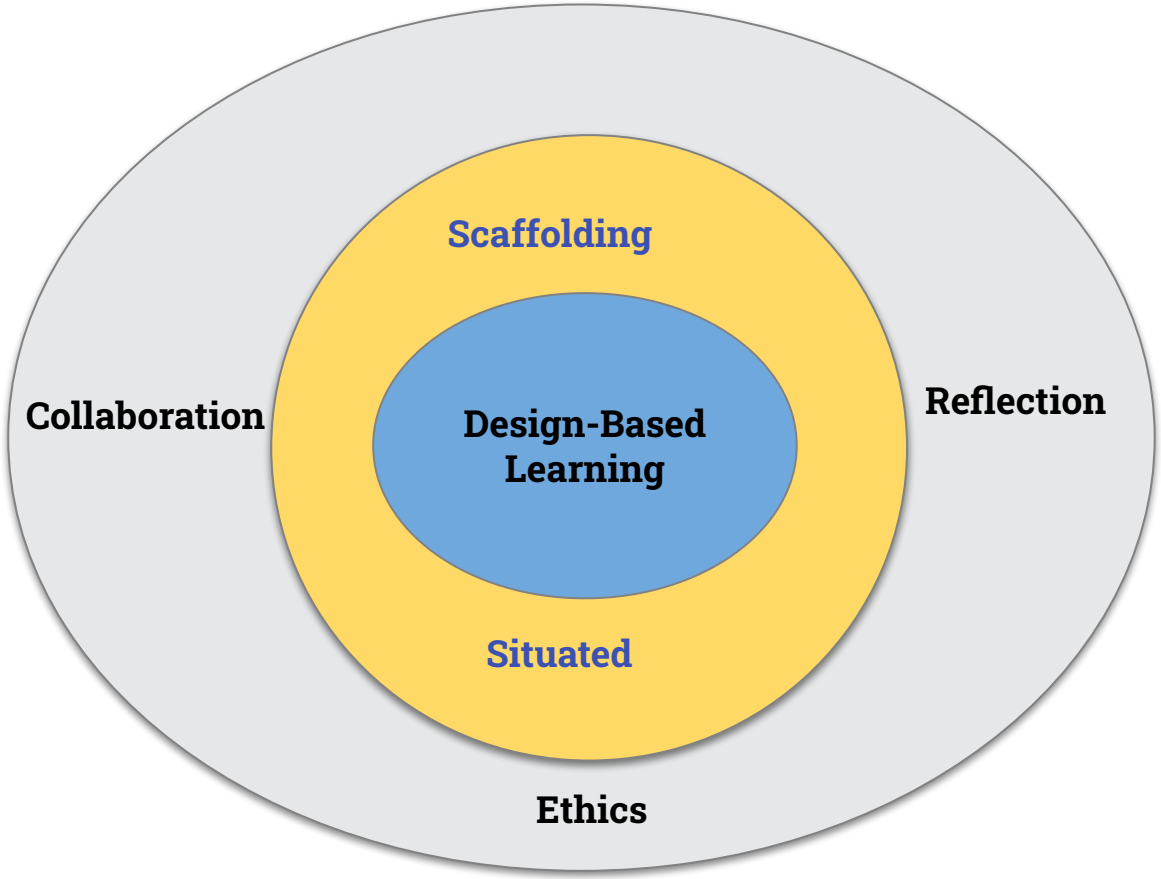
Integrated Model to Develop Responsible AI Competency



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Students' Reflection on the Learning Activity

S1: *Looking at this three-week learning activity from an instructional designer perspective, there are definitely things that were done well and areas for improvement. What worked well was the* ***iterative approach*** *– having us work on the same project across multiple cycles. It was interesting to build on previous work and see how AI could be used at different stages of the design process, and honestly, it made the task more complex and realistic in a good way.*

S2: *I loved the scaffolding in these assignments. Week one started us out just testing the waters with AI with no real instructions on how to best use it. Week 2 showed us how to get better responses with better prompts and I thought that was really helpful and a great way to scaffold the learning. Wrapping it up with explaining AI and its uses to our own audience was a great way to end the learning activity.*

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Key Takeaways

1. Students learn *with* AI, not just *about* AI.
2. Pedagogies of design, reflection, and ethics cultivate critical use.
3. Iterative cycles help move from dependence to discernment.
4. Teaching AI literacy is not about tools—it's about thinking.

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Any questions or concerns?

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