

The Role of Artificial Intelligence in Instructional Design

Distinguished Guest Speaker Series

Robert Maribe (Rob) Branch, Ed.D.

Professor of Learning, Design, and Technology

*Department of Workforce Education and Instructional Technology
Mary Frances Early College of Education
University of Georgia*



AI4STEM Education Center
Mary Frances Early College of Education
UNIVERSITY OF GEORGIA

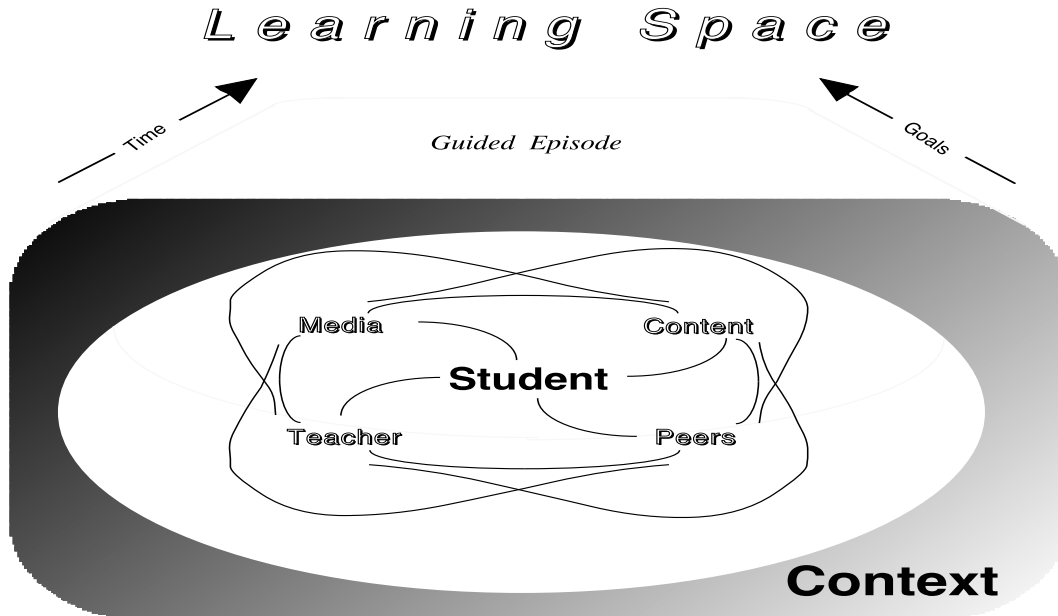
Dr. Robert Maribe Branch

Ed.D. Instructional Technology, Virginia Tech, VA

M.A.Ed. Technology Education, Ball State, Muncie, IN

B.S. Technology Education, Elizabeth City, NC

A.S. Industrial Arts, New York City College of Technology . NY



Rob Branch

Department of Workforce Education and
Instructional Technology

Professor of Learning, Design, and Technology

at the *University of Georgia* since 1996

Teaching

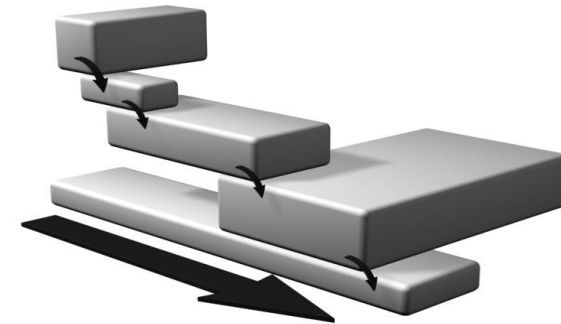
Message Design
Instructional Design
Project Management

Research

Visual Literacy
Complexity Theory
Process Models

Service

Mediation
International Partnerships
Reflective Structured Dialogue



Purpose

This session describes the role of instructional design in developing curricula to facilitate STEM students' AI competence.

Tom

First, I am 64 years old getting a master's degree for free using the senior scholarship program, so I may look at things different than many others.

Your question is a good one. I start with an example: In my undergrad days 79-83, High school class of 79, junior high (didn't have middle school back then) or elementary school I was NEVER allowed to use a calculator on a math test. We had to learn the formulas then do all of the math calculations by hand. By the time my kids were in school, teachers would tell them which programmable calculator to buy for their class. In some ways we have gone from teaching math to teaching calculator. Is that a bad thing? I look at my desk here in my office. I have a handheld calculator. I have a smart phone. I have a tablet, and I have a laptop computer. Which is more valuable to learn? How to use the technology or the math formula?

I think the same is true with AI. We need to answer the question, "What knowledge are we trying to transfer to our students?" Do we care how they get it or is it more important that they actually get it? So now design your assignments to allow students to use AI as the platform or tool to acquire the information, then have them show it. Such as, write a paper about ABC. Then have them defend their paper in an open setting such as with a panel of the classmates asking the questions. Did they learn it or just use AI to write it.

Instructional Design

a systematic process employed to develop education and training programs in a consistent and reliable fashion.

STEM Students

Educating an AI-Literate Workforce: Risks and Opportunities in Higher Education

TO: Members of the President's Cabinet

FROM: John Neely, Student Body President

State of the Student Experience

In less than three years since the release of ChatGPT, generative artificial intelligence has reshaped the labor market. Headlines of layoffs fill students' news feeds while their inboxes sit quiet from unanswered job applications. Notably, the unemployment rate for recent college graduates is higher than the general unemployment rate¹.

Higher education has tried to adapt, but the size and complexity of large institutions make it difficult to keep pace with the modern job market. Universities exist to prepare minds for the future, but that future is arriving faster than classrooms are responding. The result is a widening gap between what students learn and what the workforce, and world, now demand.

Without direct instruction on how best to adapt, I have watched my classmates take one of three paths in response to AI's arrival:

1. Some fully embrace it, using generative tools as thought partners and personal tutors that accelerate their learning.
2. Others avoid it altogether, unsure where to begin or wary of violating often ambiguous academic-honesty policies.
3. A third group uses AI to complete assignments or even assessments outright, often earning high grades while learning very little.

The Danger of Outsourcing Critical Thinking

When thinking rationally, most students recognize that AI should *supplement* critical thinking, not replace it. The problem is that AI makes shortcuts far too easy. Weak enforcement mechanisms, inconsistent faculty guidelines, and the pressure to maintain competitive GPAs all push students toward using AI as a survival strategy to keep pace with their peers rather than a

¹ Ozkan, Serdar, and Nicholas Sullivan. "Recent College Grads Bear Brunt of Labor Market Shifts." *Federal Reserve Bank of St. Louis*, 22 Aug. 2025, www.stlouisfed.org/on-the-economy/2025/aug/recent-college-grads-bear-brunt-labor-market-shifts.

UGA Study Body

November 10, 2025

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Generative Artificial Intelligence

Alex

AI (in general) is optional; it is neither necessary nor sufficient for meaningful learning or designing meaningful learning experiences. An analogy is slides. They are popular but we can have a lot of other ways to present and share information. I can imagine that there are plenty of successful teachers or instructional designers who don't use slides.

A Response to Complexity of Learning Space

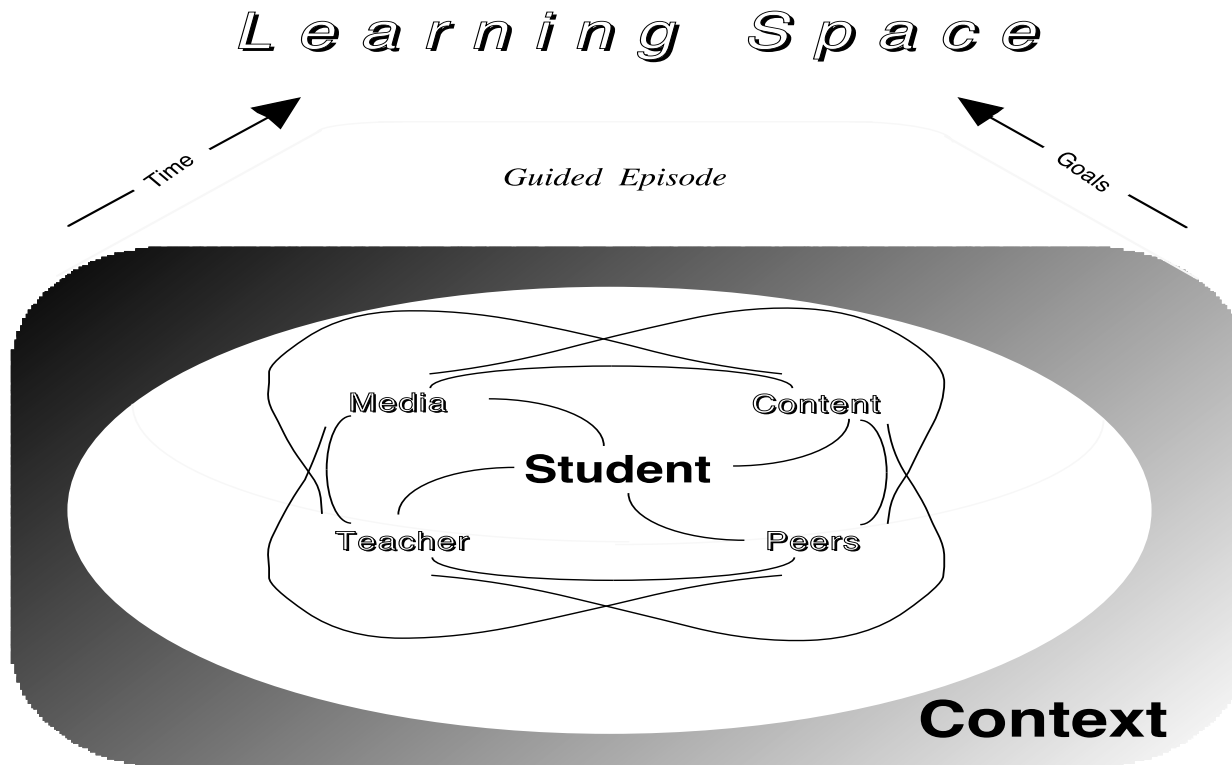
- A. Intentional learning space is complex due to the multiple interactions that occur in the classroom; this includes in-person as well as virtual
- B. Law of Requisite Variety: complex learning spaces require processes equally complex to create effective teaching and learning materials.
- C. Instructional design is sufficiently complex to responding to the complexities associated with intentional learning.

Elisha

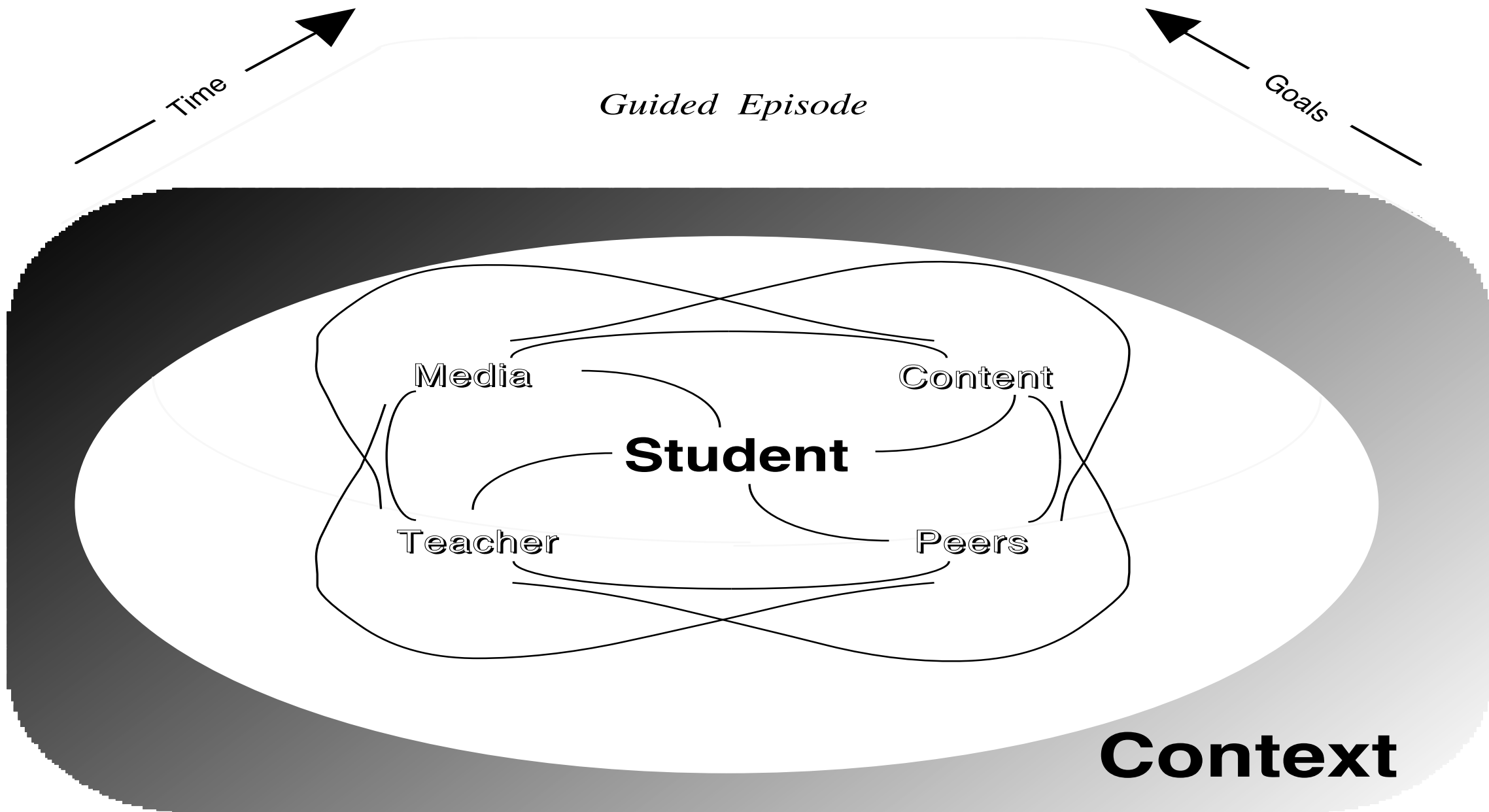
I consider AI as a new partner in instructional design when human-centric approach is fully embraced in the process.

Intentional Learning Space

Several entities interacting within a discrete period of time while moving toward a common instructional goal.



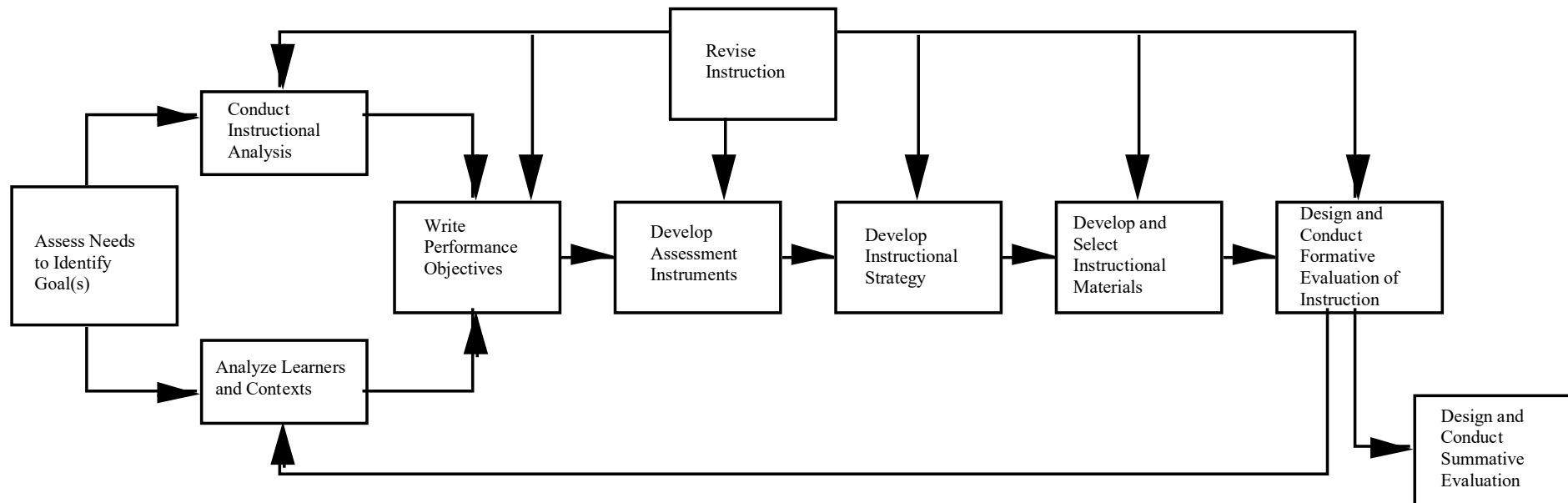
L e a r n i n g S p a c e



Why Instructional Design?

1. A course development process
 - a. Creative
 - b. Iterative
 - c. Flexible
 - d. Collaborative
2. Student-centered
3. Measures success in terms of performance
4. Seeks multiple solutions
5. Decisions based on empirical evidence
6. Works best for **intentional learning spaces**

A systematic process that is employed to develop education and training programs in a consistent and reliable fashion.

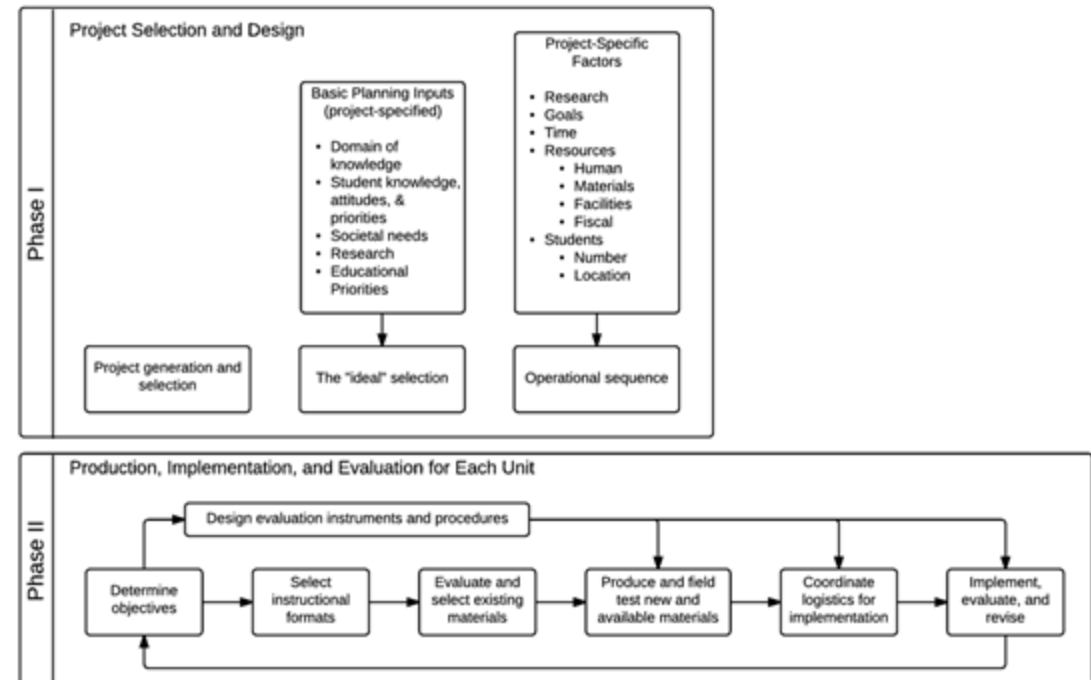


(Dick Carey & Carey, 2008)

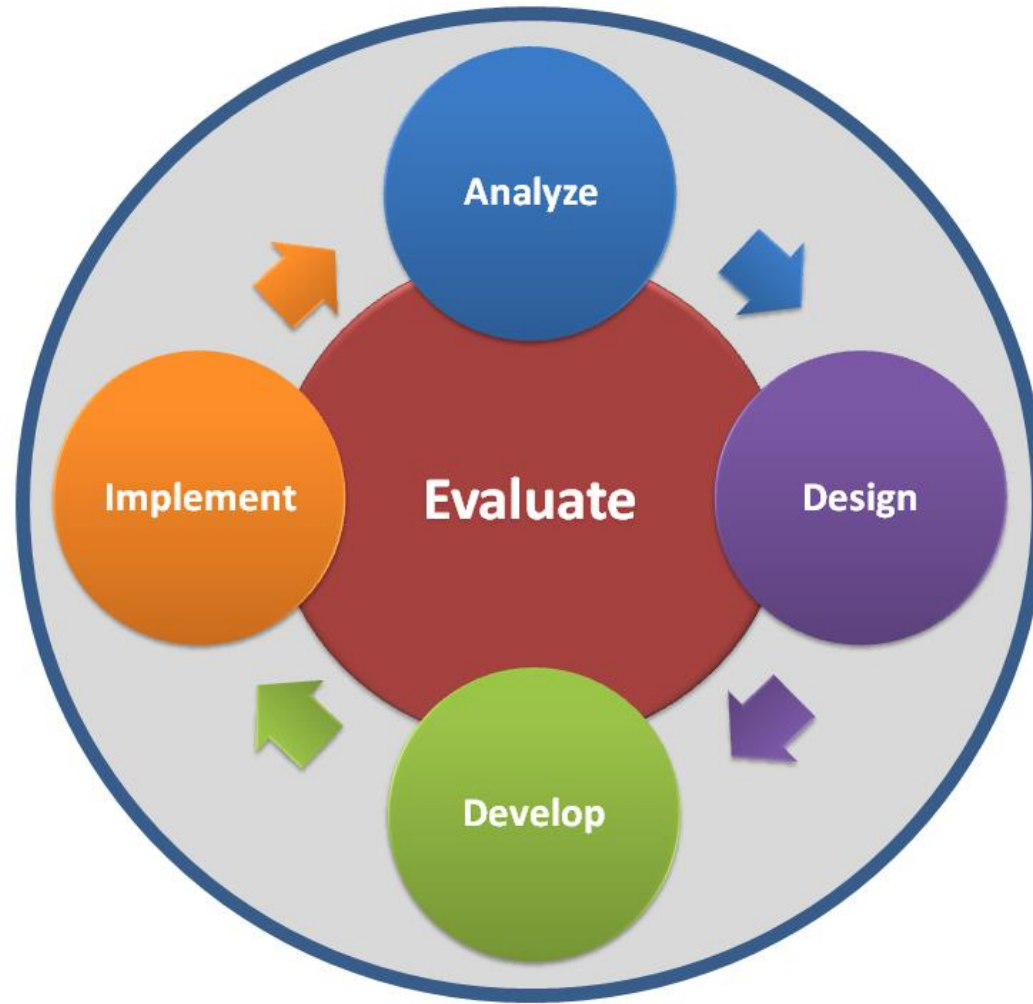
Sample Instructional Design Models

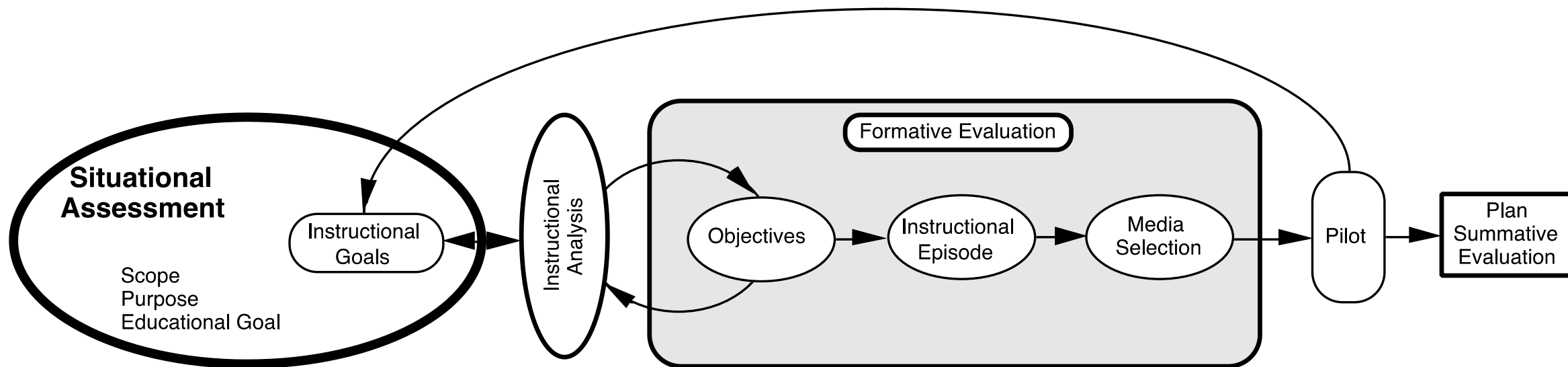


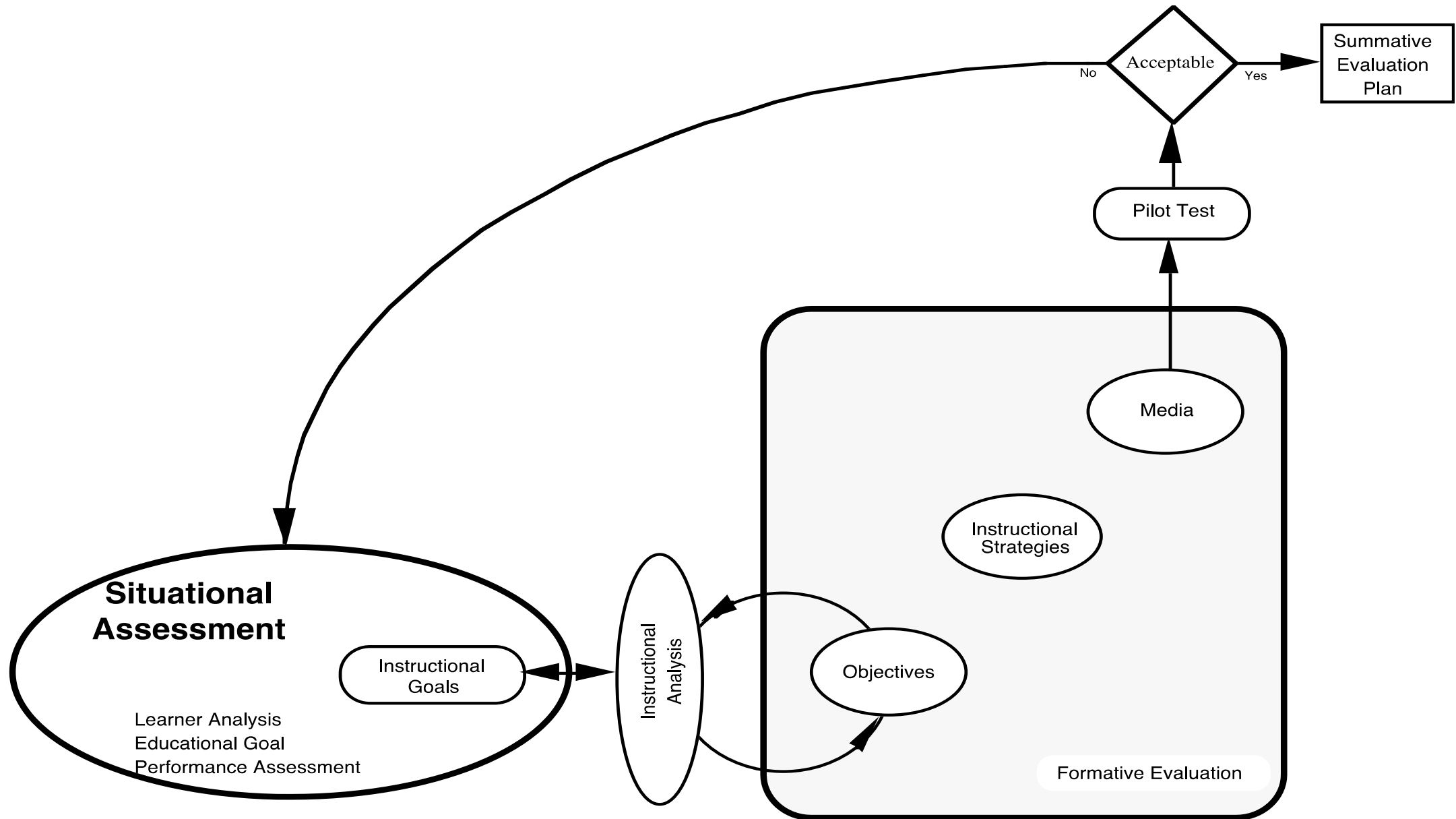
Newby, Stepich, Lehman, and Russell model (2000)



Diamond model (2008)







Avi

I see AI mainly as a productivity booster and a personalization engine. In terms of productivity, it handles the tedious stuff such as drafting basic content outlines, generating initial quiz questions, summarizing long source material. For personalization, it can analyze learner data in real-time to suggest customized learning paths, offer adaptive feedback, or vary content difficulty, making the experience much more targeted than a one-size-fits-all approach.



The learning space paradigm will highlight dyadic and triadic relationships that require attention throughout the analysis, design, development, implementation and evaluation processes.

What is ADDIE?

1. A generic product development process
2. Applied in education and training to construct performance-based learning
3. Appropriate for instructional design

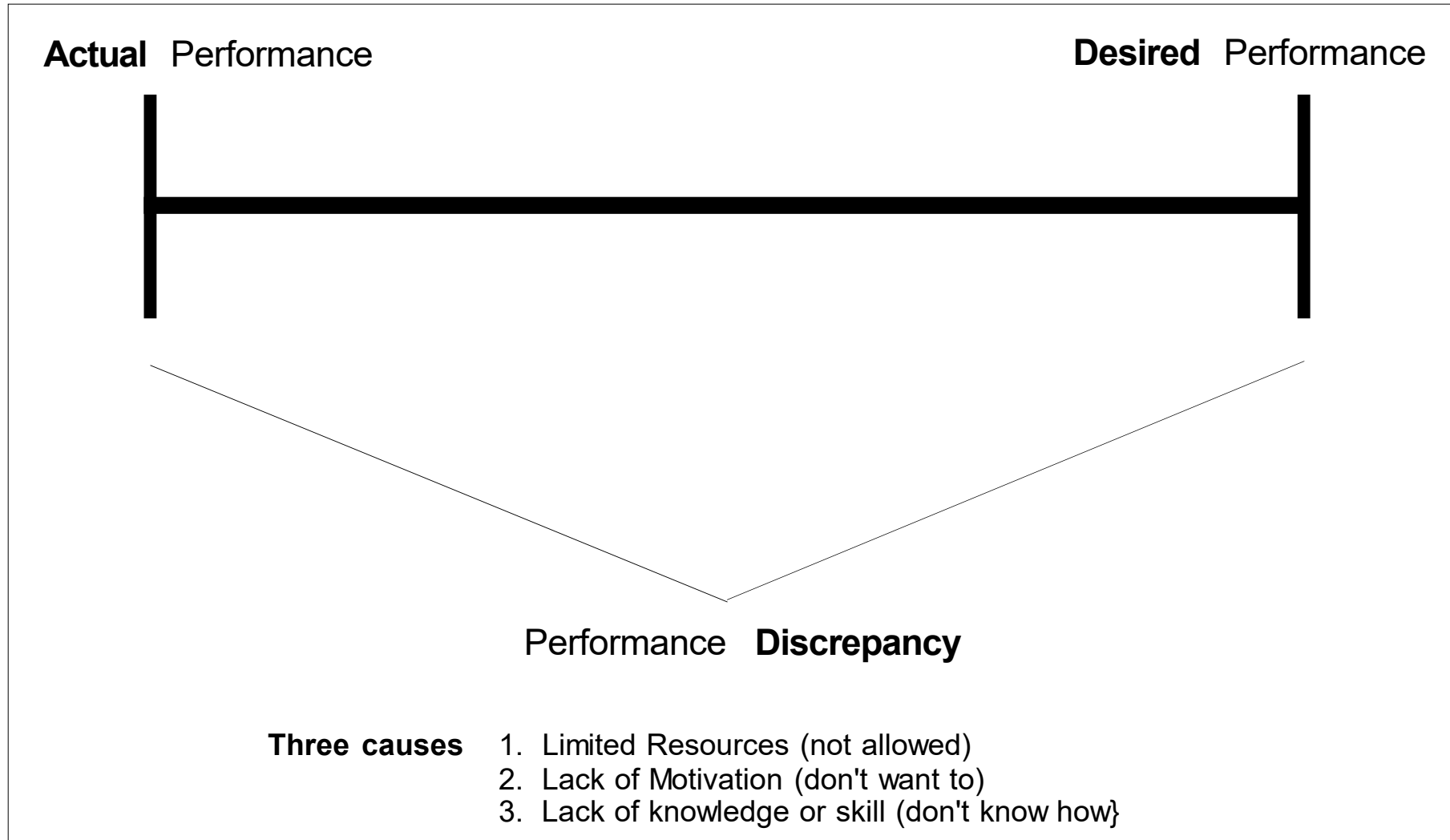
<i>Analyze</i>	<i>Design</i>	<i>Develop</i>	<i>Implement</i>	<i>Evaluate</i>
Identify the probable causes for a performance gap.	Verify the desired performances, and appropriate testing methods.	Generate and validate the learning resources.	Prepare the learning environment and engage the students.	Assess the quality of the instructional products and processes, both before and after implementation.

A D D I E for Instructional Design

ADDIE is a product development concept. The ADDIE concept is being applied here for constructing performance-based learning. The educational philosophy for this application of ADDIE is that intentional learning should be student-centered, innovative, authentic and inspirational.

Concept		Analyze	Design	Develop	Implement	Evaluate
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Application	Procedures	1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan	7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment	11. Generate content 12. Select or develop supporting media 13. Develop guidelines for the teacher 14. Develop guidelines for the student 15. Conduct formative revisions 16. Conduct a Pilot Test	17. Prepare the teacher 18. Prepare the student	19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	Product	<i>Analysis Summary</i>	<i>Design Brief</i>	<i>Learning Resources</i>	<i>Implementation Strategy</i>	<i>Evaluation Plan</i>

Performance Discrepancy



SJ

- AI makes it highly efficient to needs analysis through automated data collection and pattern recognition.
- AI makes it possible to implement adaptive learning by providing personalization, such as adjusting content in real time. This can go beyond the traditional branching logic by using predictive modeling.

Analyze

1. Validate the Performance Gap
2. Determine Instructional Goals
3. Confirm the Intended Audience
4. Identify Required Resources
5. Determine Potential Delivery Systems
6. Compose a Project Management Plan

Deliverable: Analysis Summary

Design

7. Conduct a Task Inventory
8. Compose Performance Objectives
9. Generate Testing Strategies
10. Calculate Return on Investment

Deliverable: Design Brief

Develop

- 11. Generate Content
- 12. Select or Develop Supporting Media
- 13. Develop Guidelines for the Teacher
- 14. Develop Guidelines for the Student
- 15. Conduct Formative Revisions
- 16. Conduct a Pilot Test

Deliverable: Learning Resources

Implement

- 17. Select, Prepare and Schedule the Instructor
- 18. Select, Prepare and Schedule the Student

Deliverable: Implementation Strategy

Evaluate

19. Determine Evaluation Criteria

20. Select Evaluation Tools

21. Conduct Evaluations

Deliverable: Evaluation Plan

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1. Validate the Performance Gap

PERFORMANCE ASSESSMENT

ACTUAL PERFORMANCE	DESIRED PERFORMANCE	PRIMARY CAUSE	PERCENT OF TOTAL DISCREPANCY
87% of participating students reported an increase in practical skills and knowledge.	95% of students who participated reported a significant increase in practical skills and knowledge in their field.	Lack of alignment between some internship placements and students' academic interests.	
82% of employers reported a positive experience and expressed interest in future collaborations.	90% of employers report a positive experience with GUSII interns and express interest in future collaborations.	Communication gaps between the program and some employers regarding intern expectations and responsibilities.	
73% of participating students feel adequately prepared for the professional workforce.	80% of participating students feel adequately prepared for the professional workforce after completing the program.	Inadequate coverage of soft skills and professional etiquette in the program's workshops.	
95% of program guidelines are consistently met.	100% of student and employer feedback is systematically collected and analyzed, leading to program improvements.	The program satisfaction rating is 86%.	

Nicole and Others

Let's Talk Design Podcast

Manley, N., Kishchenko, O., Chapman, D. McClellan, C., & Leopard, J. (Hosts). (2025, December 5). Let's Talk Design [Audio podcast episode]. In *EDIT 7170E: Advanced Instructional Design (University of Georgia)*

<https://tinyurl.com/46ks9khe>

2. Determine Instructional Goals

Knowledge

Define Artificial Intelligence
(AI) technology.

Comprehension

Explain the Benefits of AI
technology in a professional
setting.

Application

Select the appropriate AI
technology resources to meet
the need.

Analysis

Analyze the reliability of the
AI technology in relation to
the student need.

Synthesis

Assess areas where AI
technology is needed.

Evaluation

Reflect on the performance
outcome based on using AI
technology.

Komal

I see AI as a powerful tool in instructional design that opens up many opportunities for creating and curating learning resources tailored to diverse learners. At the same time, AI reminds us of the importance of staying connected to our learners, so that our instructional choices remain thoughtful and meaningful rather than purely automated. In that sense, AI is both an enabler and a prompt to maintain a human-centered approach in designing learning experiences.

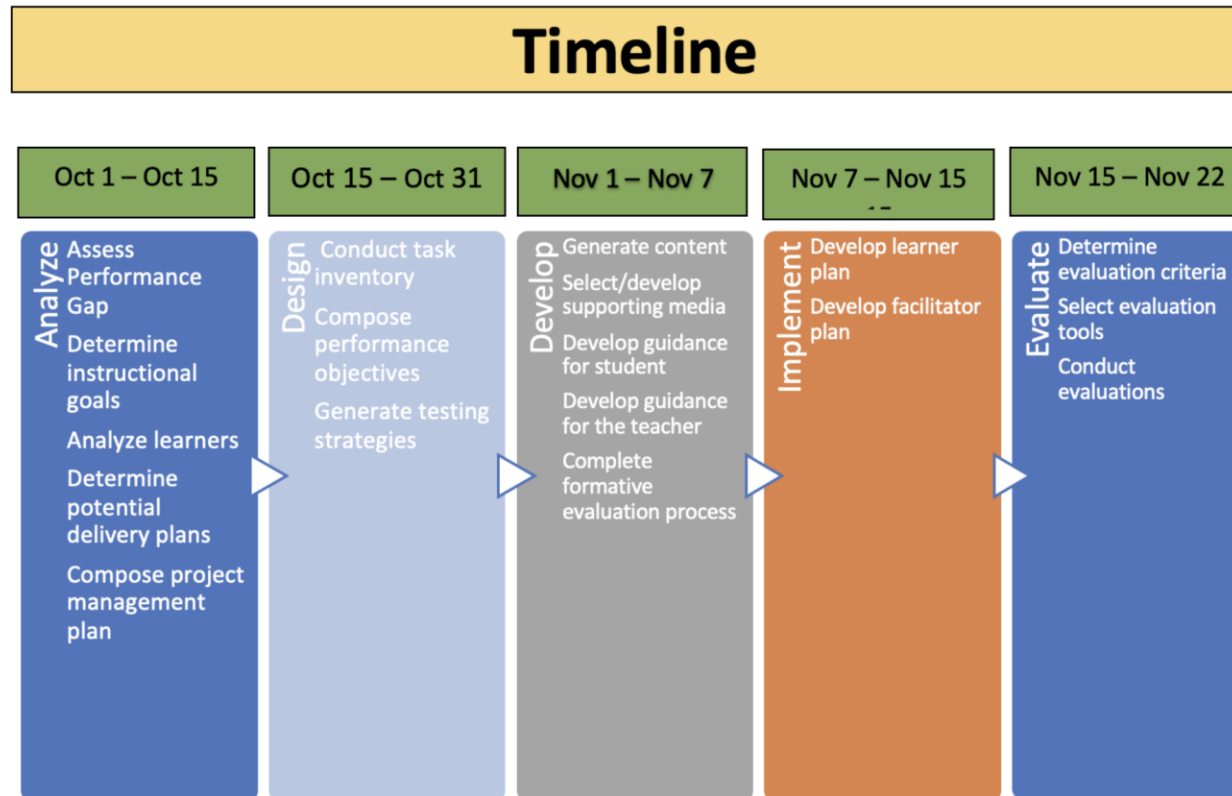
4. Identify Required Resources

REQUIRED RESOURCES

	CONTENT RESOURCES	TECHNOLOGY RESOURCES	INSTRUCTIONAL FACILITIES	HUMAN RESOURCES
ANALYZE	Orientation Materials	Microsoft Teams	Georgia Public Library	Trainers from USG system offices
DESIGN	Create Orientation Manuals	Existing D2L technology	Georgia Public Library	Trainers from USG system offices
DEVELOP	Create orientation manuals that include a section on the history and culture of the Georgia Public Library and Georgia Archives	Archive and Management Software	Georgia Public Library	Trainers from USG system offices
IMPLEMENT	Orientation Materials	Projectors/ SMART Boards	Georgia Public Library	Trainers from USG system offices and interns
EVALUATE	Collect feedback specifically on the sections about the Georgia Public Library and Georgia Archives in the orientation manuals.	Archive and Management Software	Georgia Public Library	Trainers from USG system offices and interns

6. Compose a Project Management Plan

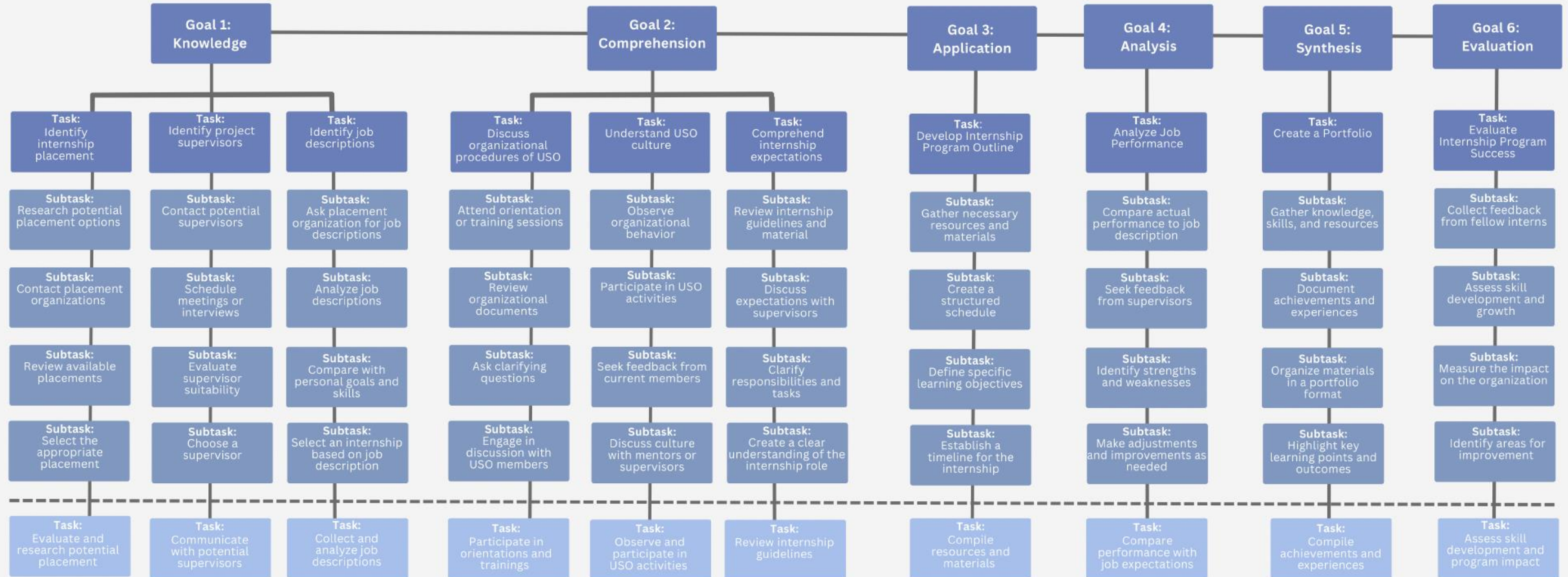
7. PROJECT MANAGEMENT PLAN



7. Conduct a Task Inventory

TASKING ANALYSIS

The purpose of this training is to establish a more efficient internship program at the USG System Office. The program aims to enhance the recruitment process, provide an organized orientation, and fill gaps in critical areas like procurement and IT. This initiative will benefit both the USO and its student interns, potentially leading to long-term positions.



Prerequisite Knowledge and Skills

Turhan

- AI could play an assistive role in helping instructors design instructional experiences
- AI could be integrated into instructional design for a multiple purposes: targeted practice in high difficulty content areas, personalized tutoring, enrichment on topics of interest, practice exercises, etc.

8. Compose Performance Objectives

Performance Level	Objectives with 3 Components Each
Knowledge	Task: List the required steps Condition: Using the UGA website and certificate program catalog Criteria: With 90% accuracy
Comprehension	Task: Summarize the timeline Condition: Using course online resources and suggested timeline Criteria: Based on certificate requirements
Application	Task: Relate the experience gained Condition: To course facilitator and advisor Criteria: Checklist of certificate applications
Analysis	Task: Explain how to add to transcripts Condition: Using UGA Athena tools Criteria: Based on UGA certificate requirements
Synthesis	Task: Create a plan of study Condition: Using Athena registration tools Criteria: Based on certificate requirements
Evaluation	Task: Select the best resource Condition: For students seeking certificate completion Criteria: Based on certificate requirements

ed from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmar

9. Generate Testing Strategies

TESTING STRATEGIES

TASK	OBJECTIVE	ACTUAL TEST ITEM
List the required steps	List the required steps using the UGA website and certificate program catalog with 90% accuracy.	After reviewing the Learning Design & Technology page on UGA's website, list the required steps for progress from application to completion of the Certificate program.
Summarize the timeline	Summarize the timeline using course online resources and suggested timeline based on certificate requirements.	Summarize the timeline for your course of study based on certificate requirements.
Relate the experience gained	Relate the experience gained to the course facilitator and advisor using a checklist of certificate applications.	Explain the beneficial connection between Certificate experience and the course timeline using your Certificate checklist.
Explain how to add to transcripts	Explain how to add certificate to transcripts using UGA Athena tools based on UGA certificate requirements.	Explain the process of adding your certificate to UGA transcripts using the UGA Athena website applications.
Create a plan of study	Create a plan of study using Athena registration tools based on certificate requirements.	Create your own plan of study using UGA Athena registration tools based on certificate requirements.
Select the best resource	Select the best resource for students seeking certificate completion based on certificate requirements.	Select the best resources to support student Certificate completion using Athena, UGA advisor resources, the Learning Design & Technology website, and the course checklist.

Wolf & O'Neill

teachers increasingly use AI as a creative tool, while at the same time expressing considerable ethical, technical, and legal uncertainties. A clear need for further training in didactics, technology, and legal orientation is emerging. AI is perceived as having potential in the classroom, yet is critically contextualized.

11. Generate Content

LESSON 4: ALIGNING EXPECTATIONS AND PERFORMANCE



EVENT	INSTRUCTIONAL STRATEGY	TEACHER OR STUDENT ACTION
GAIN ATTENTION	Ask students to make a list of the key responsibilities and expectations outlined in their job description.	Teacher will pose question and students will respond
OBJECTIVE	Evaluate job performance in alignment with job expectations.	Teacher shows students the objective of the lesson
PRIOR KNOWLEDGE	Students will have knowledge of their job descriptions and expectations of their role.	Students will have their feedback and job descriptions
CONTENT	Students will be given feedback from their supervisors thus far in the program. Teachers will ask the students to review their feedback and note any consistent themes or feedback points.	Students review feedback and make notes on their performance. Teacher facilitates and answers any questions.
GUIDED PRACTICE	The instructor will guide students in a discussion comparing their job performance with the job description: • Have you consistently met the responsibilities and expectations outlined in your job description? • Are there any areas where you've exceeded the expectation? • Are there any areas where you've fallen short of the expectation?	Teacher will facilitate discussion while students analyze their feedback.
INDEPENDENT PRACTICE	Students will create a list of their strengths or areas where they consistently meet or exceed the expectation and areas where they can improve, based on areas where they have fallen short. Based on their list, students will develop an action plan for ways they can improve their weaker areas.	Students create list of strengths and areas of improvement
FEEDBACK	Students will be asked to share their action plan with the group. Teachers will offer guidance on how to communicate their analysis with their supervisor for constructive feedback and potential role adjustments.	Students will share action plan. Teacher will guide and offer advice.
ASSESSMENT	With a partner, students will role play taking turns with one assuming the role of the supervisor and one assuming the role of the intern. Students will practice having discussions with their "supervisor" based on their feedback.	Students role play while teacher walks around and helps as needed
CLOSURE	Students will schedule a conference with their supervisor to discuss their feedback.	Students will follow procedures for scheduling a meeting with their supervisor

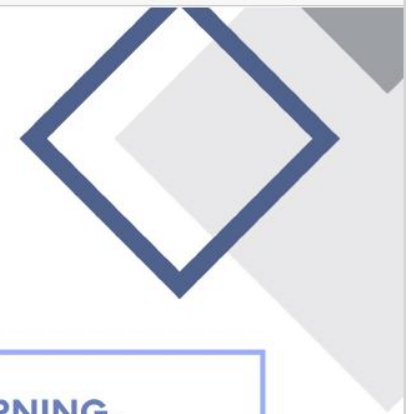
12. Select or Develop Supporting Media

A SUMMARY OF SUPPORTING MEDIA (PART A)



	MEDIA THAT WILL BE SELECTED OR DEVELOPED TO SUPPORT THE STUDENT.
VISUAL	• Slides presentations • Graphic organizer • Chart paper for Walk Around activity • Video presentation • Padlet
AUDIO	• Video presentation • Slides presentations from teacher • Discussions
KINESTHETIC	• Walk Around the Room activity • Daily schedule in Google Calendar • Role playing • Resume building • Evaluation form

A SUMMARY OF SUPPORTING MEDIA (PART B)



	MEDIA THAT WILL BE SELECTED OR DEVELOPED TO SUPPORT THE TYPE OF LEARNING.
KNOWLEDGE	• Google slides
COMPREHENSION	• Video presentation of culture
APPLICATION	• Google slides • Google calendar
ANALYSIS	• Role Playing
SYNTHESIS	• Microsoft Word resume template
EVALUATION	• Evaluation form template

Zareen

I'm an Instructional Designer with the Professional Excellence Program at Georgia State University. As a newer instructional designer (going on three years), I've really come to appreciate AI. It's been a great way to beat brain freeze or that blank-page moment; sort of like a helpful starting point when I need to get things moving.

That said, it has its limitations, especially when I need very specific diagrams or visuals. And some of the research sources it pulls from aren't always the most reliable. Still, I'm glad to have AI in my toolkit. It's made my work as an instructional designer a lot easier.

19. Determine Evaluation Criteria

EVALUATION PLAN

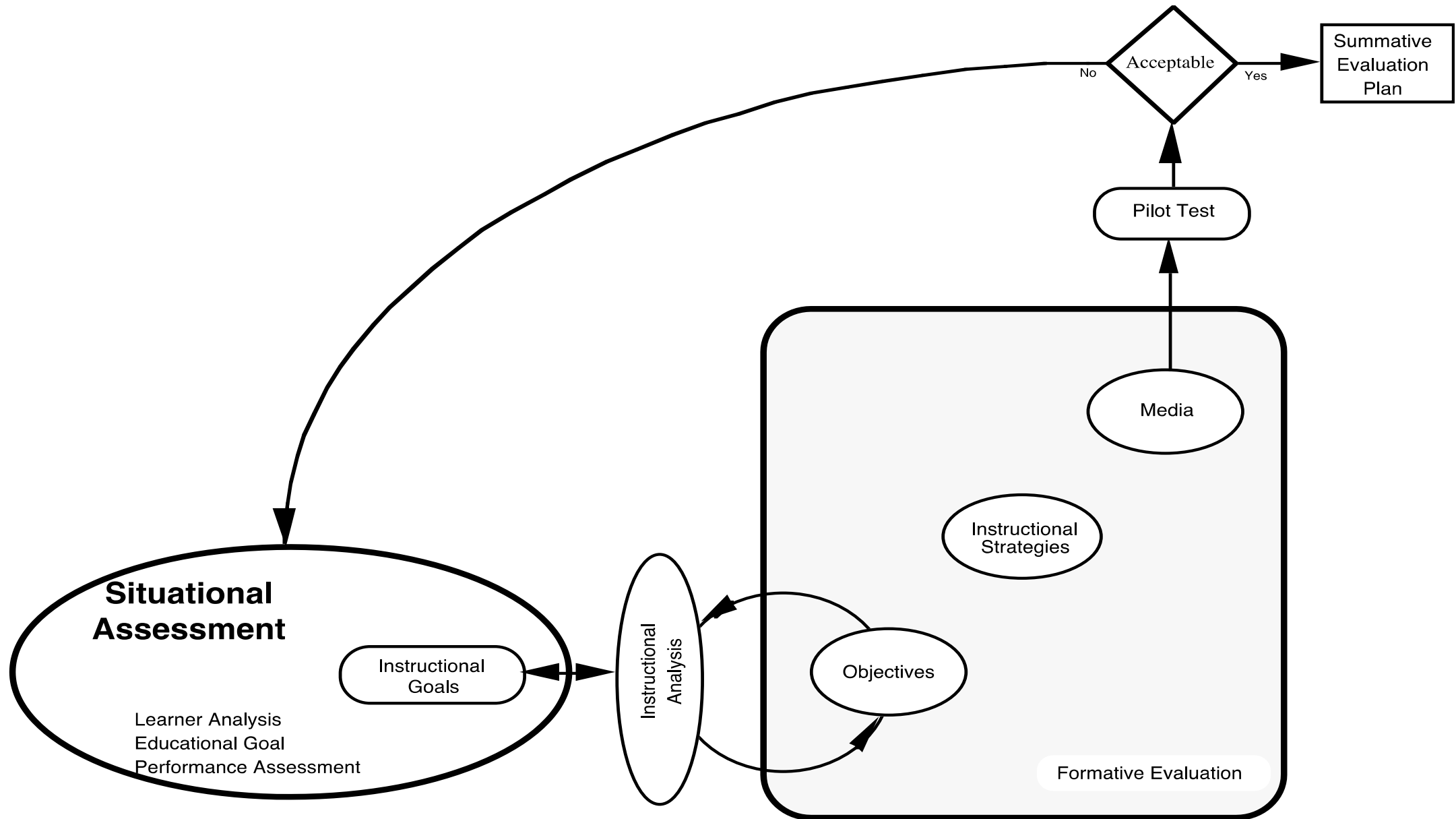


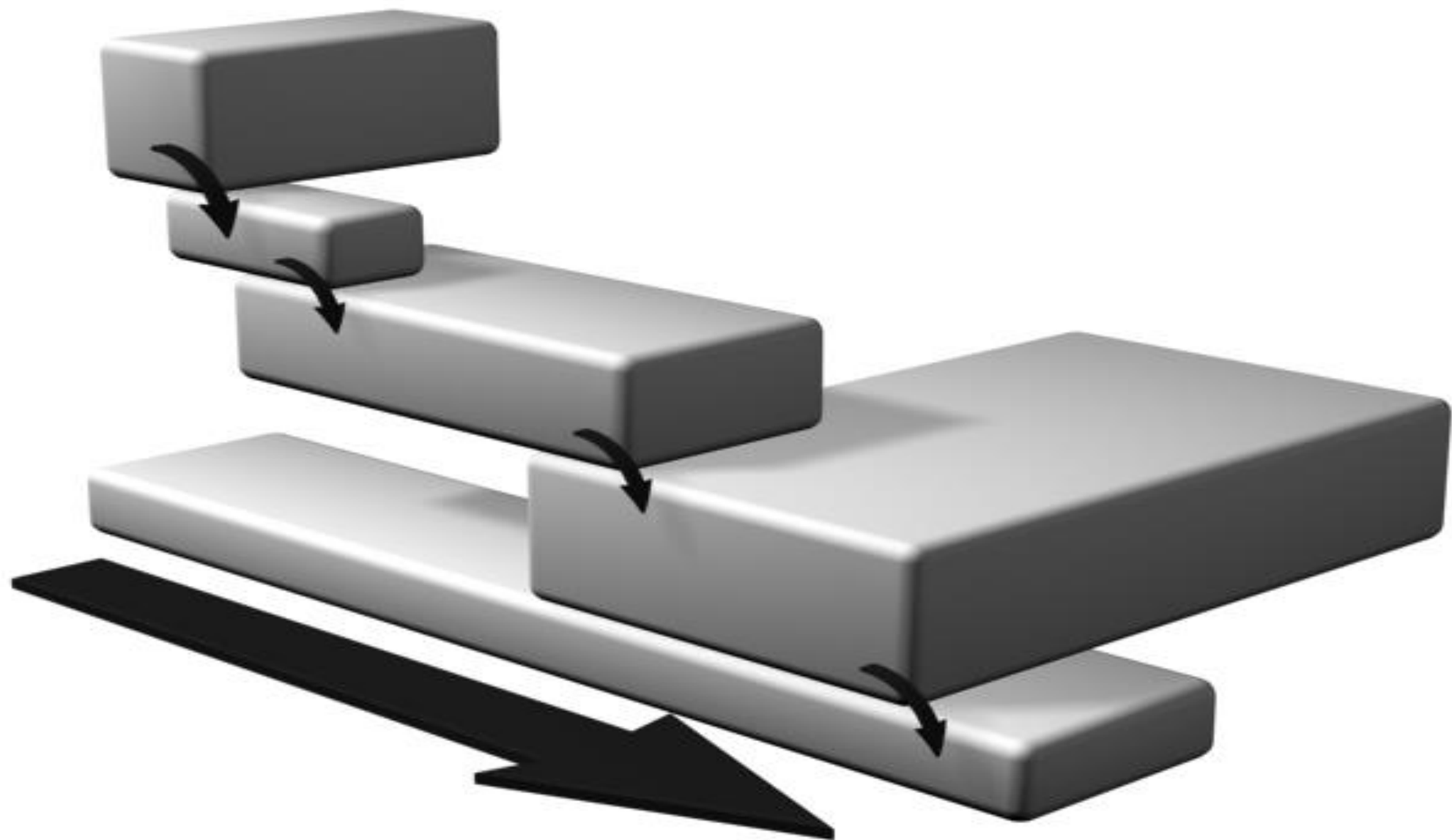
LEVEL	WHO	WHAT	WHEN	WHERE	WHY	HOW
LEVEL 1: PERCEPTION	Administered by course facilitator (USO leaders)	Measure learner satisfaction with the training.	At the conclusion of the course after all content has been presented.	In the learning environment.	To determine the learners satisfaction of the training course	Learners will complete a satisfaction survey.
LEVEL 2: LEARNING	Administered by course facilitator (USO leaders)	Measure learner comprehension based on content provided in the training sessions.	At the conclusion of each training session. After the q&a session, the interns will complete a survey.	On personal devices using the QR code presented at the end of the course.	To determine the interns knowledge and acquisition with the new acquired skillset.	Learners will complete an online self assessment with commentary/feedback from the course instructor.
LEVEL 3: PERFORMANCE	Administered by course facilitators (USO leaders) and instructional supervisor (GUSII internship initiative)	Measure the readiness of interns to implement new skills in work environment .	Part one: at the final conclusion of in person training. Part two: at the end of the 1st evaluation period of the internship.	Part one: in the learning environment. Part two: will be evaluated after the initial implementation of the internship program.	- Determine readiness to apply learned knowledge in the workplace. - Determine program effectiveness - Determine if the learner was successful by assessing the knowledge gap from previous surveys.	Part one: Interns will take a quiz as an “exit ticket” for instructors to gauge knowledge and comprehension of the learner’s view on their new role. Part two: learners will be evaluated at the end of their initial evaluation period of their internship.
LEVEL 4: IMPACT	Conducted by the training team or an evaluation specialist.	Assess the training’s impact on organizational goals, focusing on improving interns’ performance and readiness for their roles.	After the completion of the training and an initial implementation period in the internship program, allowing time for the interns to apply their new skills.	In the work environment where interns are applying the skills learned from the training.	To determine if the training effectively achieved its intended outcomes, such as improved skills, increased productivity, or enhanced job performance.	- Use performance metrics related to the objectives of the training. - Gather qualitative feedback from supervisors or managers. - Compare the performance of interns before and after the training.
LEVEL 5: RETURN ON INVESTMENT	Conducted by a team involving training professionals and possibly financial analysts.	A financial analysis to determine the return on investment from the training program.	After sufficient time has passed post-training to measure any changes in performance and financial outcomes, typically several months to a year.	Primarily using data from the organization’s financial and training records.	Synchronous Online Training: Total Costs: \$6520.00 Total Benefits: \$10,000.00 The cost/benefit ratio would be $\frac{6520}{10000} \approx 0.652$. Asynchronous Online Training: Total Costs: \$8320.00 Total Benefits: \$10,000.00 The cost/benefit ratio would be $\frac{8320}{10000} \approx 0.832$.	ROI for the synchronous training option is $(3480/6520) * 100\%$ approximately 53.37%, and for the asynchronous training option, $(1680/8320) * 100\%$ is approximately 20.19%.

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Stephanie

Design brainstorming partner. I use AI frequently when I'm reworking learning objectives, drafting module or topic introductions, or generating creative activity ideas. ChatGPT has become a reliable companion for generating options and providing a strong first draft to work from. I often work on course revisions or online format conversions, so I typically have a lot of material available.

Scalability strategist. I'm currently working on courses in the new Online MBA program, and the large cohort sizes make scalability a constant concern. I often use AI to help me think through and compare different approaches and to design activities that remain sustainable as cohorts grow.

Stephanie

Accessibility assistant. I rely on AI for accessibility checks, generating alt text for images, and cleaning up machine-generated captions. It's a significant time saver and helps me produce more accessible content more efficiently.

Project management support. AI helps me break down large course builds into milestones with reasonable due dates. It's been useful for structuring the workflow and keeping projects on track.

Communication partner. I use AI to help me maintain a more consistent communication cadence with faculty and to check for clarity, tone, and alignment in messages before sending them. I've also found it useful for drafting student-facing course announcement plans or feedback starter templates.

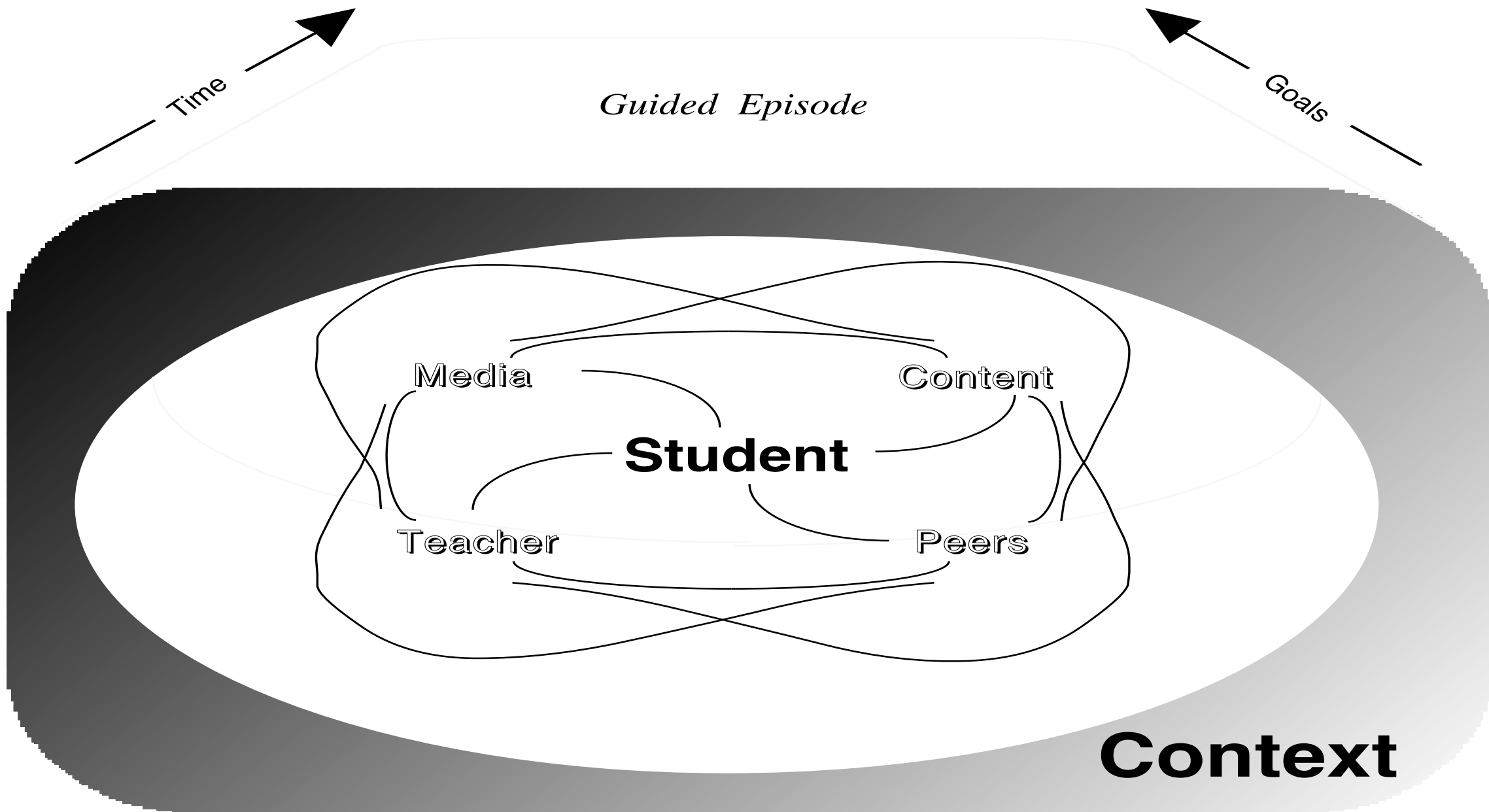
Stephanie

Overall, [AI] enhances my capacity, accelerates time-consuming tasks, and frees me to focus on the human aspects of instructional design, such as collaborating with faculty, making careful instructional decisions, and ensuring the learning experience is intentional (relevant and interesting for the learners).

Principles of Instructional Design

1. Student centered
2. Responsive
3. Generative
4. Complex
5. A collaborative Process
6. A high fidelity process
7. Practical
8. Inspirational

L e a r n i n g S p a c e



A D D I E for Instructional Design

ADDIE is a product development concept. The ADDIE concept is being applied here for constructing performance-based learning. The educational philosophy for this application of ADDIE is that intentional learning should be student-centered, innovative, authentic and inspirational.

Concept		Analyze	Design	Develop	Implement	Evaluate
	Purpose	Identify the probable causes for a performance gap.	Verify the desired performances, and appropriate testing methods.	Generate and validate the learning resources.	Prepare the learning environment, and engage the students.	Assess the quality of the instructional products and processes, both before and after implementation.
Application	Procedures	1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan	7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment	11. Generate content 12. Select or develop supporting media 13. Develop guidelines for the teacher 14. Develop guidelines for the student 15. Conduct formative revisions 16. Conduct a Pilot Test	17. Prepare the teacher 18. Prepare the student	19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	Product	<i>Analysis Summary</i>	<i>Design Brief</i>	<i>Learning Resources</i>	<i>Implementation Strategy</i>	<i>Evaluation Plan</i>

Art Educator

the opportunities, challenges, and ethical implications of using AI in art education and to analyze how teachers integrate ecological, ethical, and pedagogical issues into their practice. In doing so, it lays the groundwork for reflective, responsible, and sustainable instructional design.

Next: Ethics

Open Forum