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The background features a photograph of a college building with a brick wall in the foreground and an American flag on a tall pole. A large, semi-transparent blue geometric shape, resembling a stylized arrow or a large 'L' shape, is overlaid on the left side of the image. The main text is white and positioned within the blue shape.

# Leveraging Technology for Enhancing Course & Program Design

## Your Presenters

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**Choose the statement that best describes you...**

Split Presentation

Single Group

Group A

Group B

## Pick Your Group

\_\_\_\_\_

Select the group that aligns with your answer from the beginning of this presentation.

# Group A

# Group B

I already use AI and am looking for additional strategies to use personally and in my classroom.

Joanne

I'm unsure of how I feel about AI but would like to learn more.

Ashleigh

# Group A



## LO 1

Apply AI tools to align Program Learning Outcomes (PLOs) with Student Learning Outcomes (SLOs) for curriculum coherence.

## LO 2

Enhance an existing course assignment by integrating AI-generated insights, feedback, or resources.

## LO 3



Design an assignment that encourages students to engage with AI ethically and critically in their learning process.



# Program and Course Outcomes Alignment Project

**Prompt: Greetings I have been asked to work on a project to ensure that each of are student learning outcomes is linked to a program learning outcome. I have attached a document called Education Program Outcomes that lists the 8 outcomes for our program. For each out the student learning outcomes listed below can you tell me which program outcome you would align it with and your rationale. If it doesn't seem to align with any, can you also indicate that and recommend a program learning outcome that it would align to.**

The student learning outcomes for CDEC 1311 Educating Young Children are...



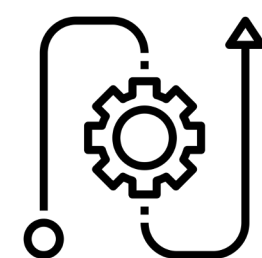
Purpose

What are you trying to achieve?



Product

What needs to be included in the final output?



Process

What task do you want AI to complete?



## Sample Reflection

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Discuss and explain the contributions of key historical and contemporary professionals and theorists to the field of early childhood care and education

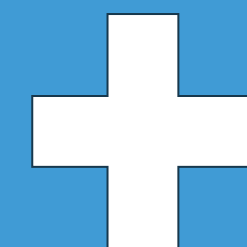
- **Aligned with Outcome #6:** Students will summarize and analyze current issues that impact the field of education.
- **Rationale:** Understanding the contributions of key theorists and professionals provides context for analyzing current trends and issues in early childhood education.

## Additional Suggestions

**SLO #1: Contributions of Key Historical and Contemporary Theorists → Aligned with Outcome #6 (Current Issues)**

### Weakness

While analyzing current issues is relevant, the study of historical and contemporary theorists focuses more on foundational knowledge rather than just current trends.



### Recommendation

Strengthen Outcome #6 by explicitly mentioning understanding the historical foundations of education, or introduce a new outcome focused on foundational theories in early childhood education.

# Activity 1

## Find the alignment between PLOs and SLOs using AI

### 01.

Select the PLOs and SLOs you want to align. Insert them into your AI platform with your prompt.

Remember:

Purpose

Product

Process

### 02.

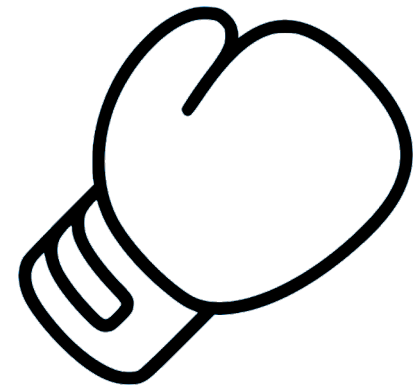
Review the alignment and rationale. Pick one alignment that you would like to improve.

### 03.

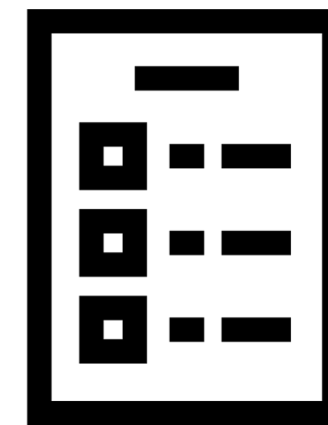
Prompt AI to offer weaknesses and recommendations for improvement.



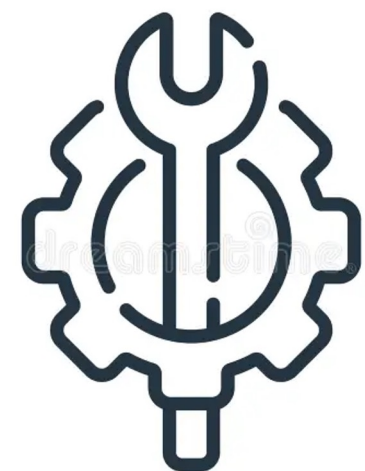
## Using AI to Improve Course Assignments



Use AI to beat AI



Use AI to create rubrics



Use AI to improve content



Use AI to brainstorm activities

## Use AI to Beat AI

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To make it difficult for AI to generate a direct answer, consider asking a question that requires personal reflection, application of concepts, or critical thinking beyond summarizing the content. Here's a strong question:

"Think about a trait or characteristic you possess that may have been influenced by both nature (genetics) and nurture (environment). Describe how both factors may have played a role in shaping this trait, using specific examples from your own life or observations of others. How does your experience align with or challenge the epigenetic framework discussed in the reading?"

## AI Rationale

**This question is effective because it:**

**Requires personal reflection and real-world application.**

**Demands original thought rather than a generic summary.**

**Asks for a comparison to the reading, ensuring students engage with the concept.**

**Cannot be fully answered with a simple AI-generated response.**

Certainly! Here's a three-level rubric for the "Detailed Description of Services Provided," including criteria focused on content, organization, and completeness:

Level	Description	Points
<b>Exemplary</b>	Provides a thorough, clear, and well-organized description of services, covering all essential details with no gaps in information. Includes accurate costs and fees (if applicable) with clear explanations of each service. Description is at least two paragraphs in length and demonstrates high attention to detail.	5
<b>Proficient</b>	Provides a generally clear and organized description of services, covering most essential details. Some information on costs and fees is included, but may lack complete clarity on specifics. Description is at least two paragraphs, with minor detail missing or lacking clarity in some areas.	3-4
<b>Needs Improvement</b>	Provides an incomplete or unclear description of services, lacking key details about costs, fees, or service explanations. Organization is inconsistent, and the description may be shorter than two paragraphs. Description lacks sufficient detail to fully inform the reader.	1-2

Let me know if you need further adjustments!

## Use AI to Create Rubrics

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**Prompt: Can you create a three-level rubric criterion for the following: Detailed description of services provided - include costs and fees for services if applicable. Minimum two paragraphs (5pts)?**

## Use AI to Improve Questions

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1st Attempt:

Here's a multiple-choice question based on the provided content: According to Parten's Stages of Play, which type of play involves children playing alongside others but not directly interacting with them?

- a) Solitary Play
- b) Onlooker Play
- c) Parallel Play
- d) Cooperative Play

Answer: C) Parallel Play

## AI Improved Question

**Maria, A 2-year-old, is playing in a classroom with other children. She sits next to another child who is building a tower with blocks. While Maria is also stacking blocks, she does not talk to or engage with the other child, but she continues to play beside them. According to Parten's Stages of play, what type of play is Maria Demonstrating?**



## Use AI to Brainstorm



I need to teach my college students about giftedness in children for a special populations in education course. Do you have any recommendations for activities to help with this?

### 1. Giftedness Myths vs. Facts

Activity: Provide students with a list of common myths about gifted children (e.g., "Gifted children excel in all subjects" or "Gifted children don't need help").

Task: Have students research and discuss whether each statement is a myth or fact, then present their findings to the class.

### 2. Case Study Analysis

Activity: Give students real or hypothetical case studies of gifted students with different characteristics (e.g., twice-exceptional students, underachieving gifted students, highly creative learners).

Task: In small groups, they analyze the needs of each child and propose appropriate educational strategies.

### 3. Simulating Differentiated Instruction

Activity: Assign each student a different learning profile (e.g., gifted, average, struggling) and present them with the same lesson or activity.

Task: Have students reflect on their experiences and discuss how differentiation can support gifted learners.

### 4. Parent and Teacher Perspectives Role-Play

Activity: Assign students different roles (parent of a gifted child, general education teacher, gifted program coordinator, school administrator).

Task: Conduct a mock parent-teacher conference where they discuss challenges, misconceptions, and appropriate services for a gifted student.

## Activity 2

### Use AI to improve an existing assignment

#### 01.

Select an assignment you've already created or a topic you consider a weakness in your teaching. If you don't have one readily available, we have one you can use.

#### 02.

Select one of suggestions for AI use from the previous slides.

- a) Use AI to beat AI
- b) Use AI to create rubrics
- c) Use AI to improve questions
- d) Use AI to brainstorm

#### 03.

Prompt AI according to your chosen task. Be ready to share your improvements!



# Use AI as a Component in Student Assignments

## Assignment:

Create a story using AI tools.

- You must include at least one literary element or creative element discussed in our course that is suitable for young children, such as: alliteration, rhyming, focus on a specific phoneme, sensory experiences, aesthetic discussions, etc.
- Your story must be illustrated. You can create your own illustrations or use images from another source such as AI. If you do not create the images, you must cite where the images came from.

AI Literacy



Skills Processing



Revising and Editing



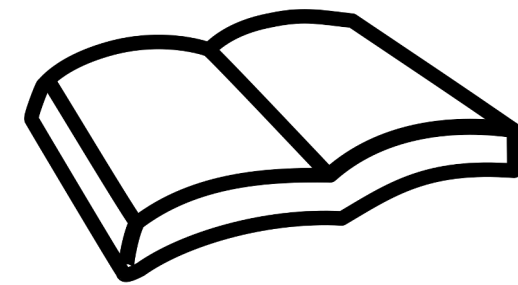
Accessibility



## *Suggestions for Integrating AI into Coursework*



Critique output



Create study guides or low-stakes quizzes



Compare AI output to other platforms or human creations



Consult and incorporate feedback

01.

02.

03.

04.

Sources:

[4 Simple Ways to Integrate AI into Your Class | Harvard Business Publishing Education](#)

[AI in Assignment Design | Center for Teaching Innovation](#)

## Activity 3

Create or modify an assignment to facilitate student use of AI

**01.**

Select an assignment you would like to modify. If you don't have one, we can provide one for you.

**02.**

Determine the best way to incorporate student use of AI into this assignment.

- a) critique
- b) create
- c) compare
- d) consult

**03.**

Share your strategy with someone else.

# Group B



## LO 1

Reflect on personal perspectives about AI by distinguishing between acceptable, unacceptable, and case dependent student use of AI tools

## LO 2

Brainstorm course expectations for using AI that can be incorporated into course syllabi

## LO 3



Apply AI tools to align Program Learning Outcomes (PLOs) with Student Learning Outcomes (SLOs) for curriculum coherence.

## So Where Do We Start?

### ChatGPT as a Reading Aid

Acceptable ▾

A student asks ChatGPT to generate an overview of an assigned text, which they read *before* reading the text.

Acceptable ▾

A student reads ChatGPT's overview *after* reading the assigned text.

It Depends ▾

A student reads ChatGPT's summary *instead of* reading the assigned text.

It Depends ▾

A student reads ChatGPT's summary instead of coming to class unprepared. (Suppose this is a student who would not have done their reading in any case.)

Acceptable ▾

A student reads a text and asks ChatGPT clarification questions to help them understand it as they go.

Acceptable ▾

A student copies a complex passage from a text and asks ChatGPT to explain the text in simpler terms (e.g., "explain this to a five-year-old" or "explain this to a 15-year-old.")

# Activity 1

## Complete the Expectations Worksheet

**01.**

Read each statement on the expectations worksheet.

**02.**

Determine if you find the statement acceptable, unacceptable, or case dependent.

**03.**

Be ready to share:

- 1) What is your overall opinion of AI in the classroom?
- 2) Which of your answers surprised you?
- 3) Which of the statements stumped you?



## Now what?



Once you've established your stance, you work on developing your syllabus statement.

### 1. Start with your stance

**Create a 1-2 sentence statement that tells your students exactly how you feel about AI.**

Example: In Education Pathways, we anticipate that you will want to use AI to help you complete assignments. Consequently, we want to lay a few ground rules for acceptable use.

### 2. Develop clear guidelines

**Create 3-4 rules for how students can/cannot use AI in your class AND explain your guidelines**

Example: **AI should be a collaborative tool** - We expect and encourage you to use AI to help you brainstorm, study, seek feedback, revise, and edit. You should generate your own ideas and responses before engaging AI in the collaborative process.

### 3. Provide Examples

It's easy to misinterpret instructions. Provide clear examples to support student understanding.

Example:

Unacceptable use: A student gives ChatGPT a writing prompt and submits its response to you wholesale.

### 4. What if I don't want to use AI?

No problem. Follow the first 3 steps anyway.

Whether you do or you don't, a clear syllabus statement protects you and fosters student success in your course.

## Activity 2

Begin working on your syllabus statement

**01.**

Write a 1-2 sentence statement that tells your students exactly how you feel about AI.

*Be sure to make it black or white - students can or students can't use AI in your classroom.*

**02.**

Brainstorm and begin drafting 3-4 guidelines for AI use in your class.

**03.**

If time, craft one example of acceptable use and one example of unacceptable use to incorporate into your statement.



Disclosure Statement

AI to Align PLOs and SLOs

## Disclosure of AI use in Assignment

Completion and submission of this form indicates a use of AI when completing an assignment. The student using this form understands that AI should be used in a collaborative way, which includes seeking feedback on student generated compositions, simplification of complex texts, organization of notes, and revising and editing suggestions. This form should be submitted **with** the assignment and **does not** take the place of submitting the assignment as directed by the course instructor.

**Using AI to generate a response is unacceptable and, regardless of the submission of this form, will result in a zero for the assignment.**

Name of Assignment	
Due Date of Assignment	
AI site used (include link)	
Student's Original Response	
Copy of AI interaction (copy and paste your AI conversation - use as much space as you need)	
Student Response After AI Collaboration	<b><i>You can copy and paste your response here, but your final response should also be submitted separately according to your instructor's directions.</i></b>

## Create Space for Learning and Transparency



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# Student disclosure

You said:

What do you believe is the grander purpose of education in a society and community? You might answer that you believe education is a pivotal driver of change, advancement, and equality.

*The role of a teacher is central to this process. Teachers act as facilitators, mentors, and guides who create a supportive and stimulating learning environment. They inspire curiosity, encourage critical thinking, and foster a love for learning. Teachers are responsible for recognizing and nurturing the unique talents and abilities of each student. They also serve as role models, demonstrating values such as integrity, perseverance, and empathy. By fostering a positive classroom culture, teachers create an atmosphere where students feel safe, respected, and motivated to learn.*

Teachers are instructed to make learning fun and inspire students to have a love of learning, to create an organized classroom; to ensure that expectations are clear and grading is fair, and to incorporate the best available teaching strategies. How do you create an inclusive learning environment? Students come from a variety of socioeconomic and demographic backgrounds and can vary greatly in cognitive ability and learning styles. A teacher needs to strive to incorporate instructional methods that consider all of the varied backgrounds and learning abilities of students. How do you incorporate new techniques, activities, and types of learning into your teaching?

## My feedback

In order to make this more authentically you, I recommend asking AI to provide you with an outline instead of a draft. I'm including images that show an AI outline...

After you get the outline, I recommend drafting each paragraph on your own, then asking AI to help you do a grammar check. You can do this directly - Can you check this for grammar and spelling errors - or you can ask it to help you make your paragraph more concise and impactful.

## Activity 3

Continue working on your syllabus statement

**01.**

Brainstorm and begin drafting 3-4 guidelines for AI use in your class.

**02.**

Craft one example of acceptable use and one example of unacceptable use to incorporate into your statement.

**03.**

Brainstorm ways to hold students accountable for AI use in your course



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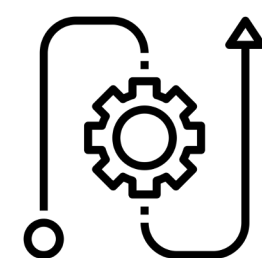
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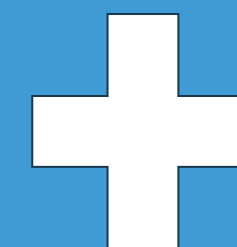
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Product

Process

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Review the alignment and rationale.  
Pick one alignment that you would like to improve.

**03.**

Prompt AI to offer weaknesses and recommendations for improvement.

# Thank you!

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