



AI-Assisted Lesson Design

January 24 and January 31, 2025

Victoria Lansdown

AI Education Instructional Designer

Day 1: Jan 24, 2025

Victoria Lansdown



About me

AI Education Instructional Designer

- Google: AI projects with Synergis IT + Creative
- University of Washington: AI Curriculum Developer
- Microsoft: AI FarmBeats for Students
- Teach for America: VOCEL Program Strategist
- Founder of Educational Consulting Service
- Previous English teacher and tutor

Workshop objectives

- ▶ Understand the basics of AI and how it works.
- ▶ Identify potential benefits of AI tools for ABEL and ELL students.
- ▶ Recognize the ethical and academic integrity concerns surrounding AI use.
- ▶ Develop strategies for integrating AI responsibly and effectively in the classroom.
- ▶ Learn how to support students in developing critical thinking and digital literacy skills related to AI.

Day 1 Agenda

- ▶ Basics of AI
- ▶ Prompt engineering
 - ▶ Parts of a prompt
 - ▶ Hallucinations
 - ▶ Feature, not a bug
 - ▶ The art of conversation
- ▶ Task automation
- ▶ Activity

The Basics of AI

***What do you already know
about AI, genAI, or chatbots?***

The Basics of AI

- ▶ What is AI?
 - ▶ Artificial intelligence (AI) is a set of technologies that enable computers to perform a variety of advanced functions, including the ability to see, understand and translate spoken and written language, analyze data, make recommendations, and more.
 - ▶ Source: Google Cloud
- ▶ Ok, then what is generative AI?
 - ▶ Generative artificial intelligence (GenAI) can create certain types of images, text, videos, and other media in response to prompts.
 - ▶ Source: Coursera
- ▶ And what is a chatbot?
 - ▶ Chatbot: a computer program designed to simulate conversation with human users, especially over the internet.
 - ▶ Source: OED

Prompt Engineering

Keys to Prompt Engineering

- ▶ Parts of a prompt
- ▶ Hallucinations
- ▶ The art of conversation

Parts of a prompt

- ▶ Persona
- ▶ Tone
- ▶ Detail

Hallucinations

- ▶ Hallucinations are any output that's not true

The art of conversation

- ▶ AI outputs are a conversation. Need to iterate, ask follow up questions, etc.

Task Automation

Task Automation: ABE

- ▶ Assessments
- ▶ Student communications

Automating Assessments *Ethically*

- ▶ AI-powered assessment
 - ▶ Ask students reflection questions like:
 - ▶ How did you use AI?
 - ▶ What did you learn from the output?
 - ▶ In what areas could AI improve?
- ▶ Assess the fundamentals
 - ▶ Ask students reflection questions on the fundamental or transferrable skills or concepts that cannot be answered by AI
 - ▶ I.e. how did you use critical thinking to solve for [x] in your project?
 - ▶ Or, if you want to allow students' genAI use in your activities, you can then ask similar questions to those in a new context, without the permission of genAI.

AI Assessment Scale (AIAS)

1	NO AI
2	AI PLANNING
3	AI COLLABORATION
4	FULL AI
5	AI EXPLORATION

Break: 10 min

Rubrics: A GenAI Template

“Take on the role of an experienced [enter your role; [e.g. ESOL ABE teacher].

Create a well-crafted and clear evaluation rubric for students in the form of a table using student-friendly language. The rubric is for the following student task:

[Provide your task description]

The rubric should contain three parts: Scoring, Criteria, and Descriptors.

Generate the rubric in the form of a table. Within the descriptors inside the table, offer specific breakdowns of the expectations for each score.”

Activity #1

Activity steps

- ▶ Fill out the rubric template (I will show the last screen)
- ▶ Choose one of your activities that could use a rubric revamp (or make a new one!)
- ▶ Fill in the template
- ▶ Prompt in a genAI tool of your choice
- ▶ Discuss the output in your breakout group
 - ▶ Join the group when you're ready
- ▶ Return to the main call
- ▶ Q&A

Student Announcements / Communications

Prompt: Student communications templates (1)

Assignment Reminder

- ▶ First prompt: "Generate a student announcement for my Intermediate ESOL class."

Example Prompt Details

- ▶ Subject: [Assignment Name] - Due [Date]
- ▶ Include:
 - ▶ "A brief reminder about the [Assignment Name] assignment"
 - ▶ "The due date and time"
 - ▶ "Submission instructions (e.g., "upload to [platform]," "submit in class")"
 - ▶ "A link to the assignment instructions or resources"
- ▶ Tone: "Clear and concise"

Prompt: Student communications templates (2)

Guest Speaker

- ▶ First prompt: "Generate a student announcement for my High-Intermediate ESOL class."

Example Prompt Details

- ▶ Subject: Guest Speaker Visiting Class!
- ▶ Include:
- ▶ "Information about the guest speaker (e.g., "We are excited to welcome [Guest Speaker Name], a [Profession], to our class!")"
- ▶ "The date and time of the guest speaker's visit"
- ▶ "A brief description of the guest speaker's presentation (e.g., "[Guest Speaker Name] will share their experiences in [Field] and answer your questions about [Topic]")"
- ▶ "Encourage students to come prepared with questions for the guest speaker."
- ▶ Tone: "Professional and engaging, emphasizing the value of the guest speaker's visit."

Activity #2

Activity steps

- ▶ Fill out each provided prompt (I will re-share each of the previous screens for you all to take a screenshot)
- ▶ Prompt in a genAI tool of your choice
- ▶ Discuss with your breakout groups
- ▶ Return to the main call
- ▶ Q&A



Thank you!

We want your feedback.

[Evaluation link](#)

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Day 2: Jan 31, 2025



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Day 2 Agenda

- ▶ Creative applications of AI
- ▶ Activity: Make your own genAI flow chart
- ▶ Personalized student learning
- ▶ Activity: Prompt for student interest projects

Creative AI Applications

Creative AI Applications

- ▶ Create activities for students
 - ▶ Ask genAI to identify the literary elements in a given essay.
 - ▶ Then students share additional examples in new contexts.
- ▶ Create materials to support you
 - ▶ Help build your schedule.
 - ▶ Prepare communications to parents / faculty / staff.
- ▶ Predict student use
 - ▶ Familiarize yourself with these tools.
 - ▶ Prompt genAI with your assignment(s).
 - ▶ Tailor those questions.
- ▶ Identify errors with AI
 - ▶ Potential student activity.
 - ▶ Find or create a prompt that will produce incorrect output but seems reputable.

GenAI Problem Solving Flow Chart



Activity #3

Activity steps

- ▶ Have one person in your breakout group open Google Drawings (or something similar) and share their screen
- ▶ Reference a project of your choice (or ask me / breakout group members for an idea)
- ▶ Together, create a genAI flow chart
- ▶ Come back to the main room
- ▶ Q&A

Break: 5 min

Personalized Student Learning

Have you made an activity with the help of AI?

Prompts for student interests / comprehension levels (1)

- ▶ Prompt: "Generate three differentiated reading activities for my [Class Level] ESOL students on the topic of [Topic]."

Include:

- ▶ Beginner Level: [Specify the activity, e.g., "A simplified version of the text with visuals and basic comprehension questions."]
- ▶ Intermediate Level: [Specify the activity, e.g., "The original text with vocabulary support and more challenging comprehension questions."]
- ▶ Advanced Level: [Specify the activity, e.g., "The original text with additional readings and a discussion prompt."]

Consider:

- ▶ Student interests: [Mention any known student interests related to the topic]
- ▶ Learning styles: [Mention any dominant learning styles in the class, e.g., visual, auditory, kinesthetic]

Prompts for student interests / comprehension levels (2)

- ▶ Prompt: "Generate three project ideas for my [Class Level] ESOL students, catering to different interests."

Topic: [Specify the topic]

Project Types:

- ▶ [Interest 1, e.g., "Creative Writing"]: [Specify the project type, e.g., "Writing a short story or poem related to the topic."]
- ▶ [Interest 2, e.g., "Art"]: [Specify the project type, e.g., "Creating a visual representation of the topic, such as a poster or a collage."]
- ▶ [Interest 3, e.g., "Research"]: [Specify the project type, e.g., "Conducting research on a specific aspect of the topic and presenting findings."]

Consider:

- ▶ Differentiation: Suggest adaptations for each project idea to accommodate different skill levels (e.g., providing sentence starters, offering different levels of research complexity).

Prompts for student interests / comprehension levels (3)

- ▶ Prompt: "Generate three vocabulary learning activities for my [Class Level] ESOL students on the target vocabulary list [List vocabulary]."

Activities:

- ▶ [Activity 1, e.g., "Word Games"]: [Specify the activity, e.g., "Create a crossword puzzle or word search using the vocabulary words."]
- ▶ [Activity 2, e.g., "Real-World Connections"]: [Specify the activity, e.g., "Students find real-world examples of how the vocabulary words are used in articles or videos."]
- ▶ [Activity 3, e.g., "Creative Expression"]: [Specify the activity, e.g., "Students write a short story or dialogue using as many vocabulary words as possible."]

Consider:

- ▶ Differentiation: Suggest ways to modify each activity for different learning levels (e.g., providing word banks, using visuals, offering different levels of support).

Break: 5 min

Activity #4

Activity steps

- ▶ Fill out prompts (I will re-share each of the previous screens for you all to take a screenshot)
- ▶ Enter prompts on a genAI tool of your choice
- ▶ Discuss output / usefulness with your breakout groups
- ▶ Return to the main chat
- ▶ Q&A



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