



AI Tools for Designing Micro-Courses

Carlos Delgado Kloos

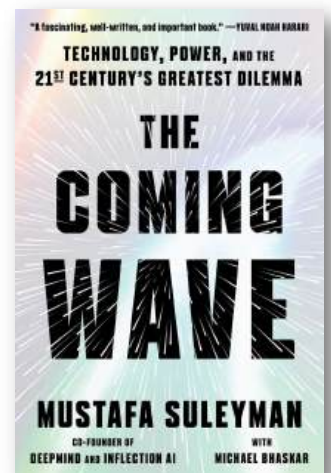
Universidad Carlos III de Madrid

 @cdk100s



Everything is about to Change

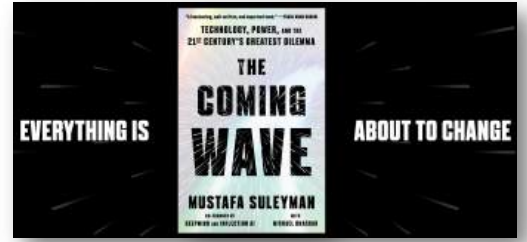
- Mustafa Suleyman: *The Coming Wave*
- the-coming-wave.com



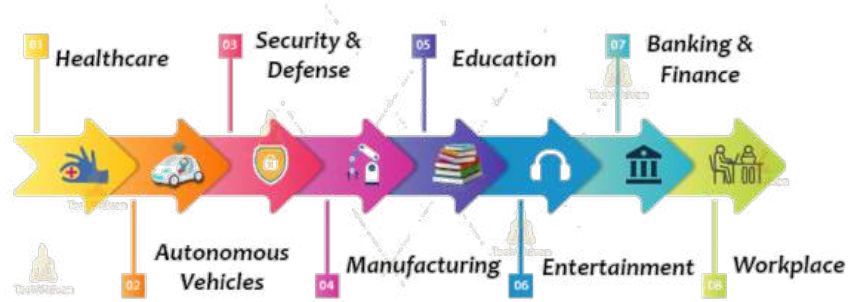


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Everything is about to Change



Future of AI



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Outline

- 1. AI for Course Design
- 2. Not just Course Design
- 3. Beware!
- 4. Activity



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1. How will AI Impact the Work of Professors for Course Design?



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AI for Course Design



A. Understanding the Topics to Teach



B. Preparing Educational Material



C. Teaching the Class





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AI for Course Design



A. Understanding the Topics to Teach

1. Research for course preparation



2. Document and video transformation



3. Proposals for syllabi



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AI for Course Design



A. Understanding the Topics to Teach

1. Research for course preparation



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1. Research for Course Preparation

- The literature grows exponentially
- It is impossible to read everything about a particular topic
- One needs help to navigate through the relevant documents



Generic vs.

- Generic GenAI Tools



Specific GenAI Tools

- Specific Research Assistants





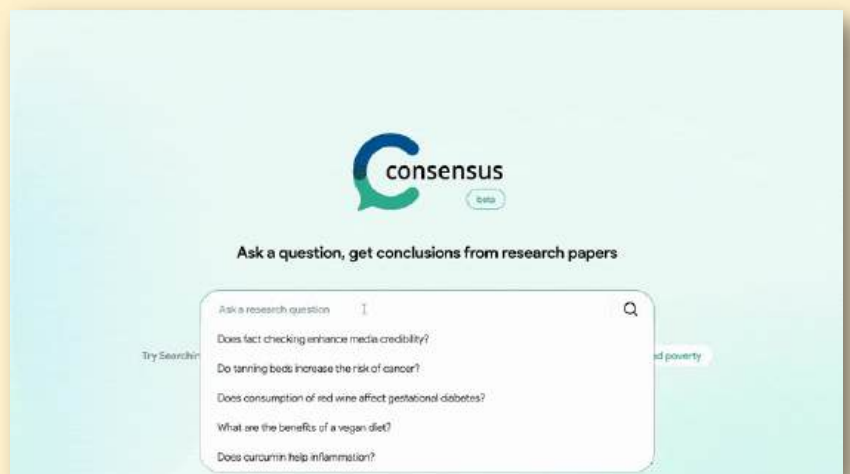
Specific Research Assistants

- Find relevant papers
- Get insights from papers
- Key findings and trends
- Help for writing
- Generate flashcards
- Citation checkers



Consensus

- **consensus . app**
- Summaries
- Peer-reviewed sources
- Text not generated, but extracted word-for-word quotes from papers



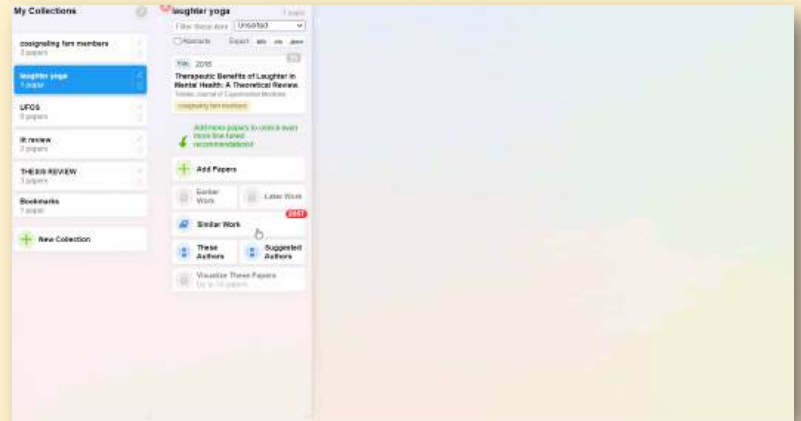


ResearchRabbit



ResearchRabbit

- researchrabbit.ai
- Get recommendations for paper collections like in Spotify
- Personalized digests
- Interactive visualizations
- Explore together



AI for Course Design



A. Understanding the Topics to Teach

1. Research for course preparation



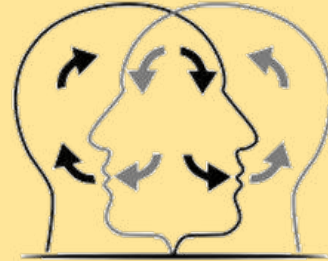
2. Document and video transformation



3. Proposals for syllabi

2. Document and Video Transformation

- Summarization, Rephrasing
- Explanation of concepts
- Elaboration
- Change of style
- Examples and counterexamples
- Comparisons
- Role play



Summarizing Text

Tú
Make a summary of Dante's "Divine Comedy" in 2 paragraphs
← 3 / 3

ChatGPT
Dante's "Divine Comedy" is an epic poem that takes readers on a journey through the realms of the afterlife, divided into three parts: Inferno (Hell), Purgatorio (Purgatory), and Paradiso (Heaven). The story begins with Dante, lost in a dark forest and encountering the ghost of the Roman poet Virgil, who becomes his guide. Together, they descend through the nine circles of Hell, where Dante witnesses the punishments of sinners, each fitting the nature of their sins. This vivid and often terrifying journey serves as a reflection on the consequences of human actions and the justice of divine retribution.

In the second part, Purgatorio, Dante and Virgil climb the mountain of Purgatory, where souls are purified before entering Heaven. Here, the atmosphere is more hopeful as souls undergo penance to atone for their sins. Finally, in Paradiso, Dante is guided by Beatrice, his ideal woman, through the nine spheres of Heaven. This part is a celebration of divine love and wisdom, culminating in Dante's direct encounter with God. Throughout the "Divine Comedy," Dante explores themes of sin, redemption, and the human quest for spiritual enlightenment, creating a timeless masterpiece that reflects the moral and philosophical concerns of his time.

Tú
Rewrite the above in simpler terms


ChatGPT
Dante's "Divine Comedy" is a long poem about a journey through the afterlife. It has three parts: Inferno (Hell), Purgatorio (Purgatory), and Paradiso (Heaven). It starts with Dante, the main character, lost in a dark forest. He meets the ghost of the poet Virgil, who helps him. Together, they travel through Hell, seeing the punishments for different sins. Each punishment matches the sin, showing how actions have consequences.


Next, in Purgatory, Dante and Virgil climb a mountain where souls work to purify themselves before going to Heaven. This part is more hopeful because the souls are improving themselves. Finally, in Heaven, Dante is guided by Beatrice, the woman he loves. They travel through different levels of Heaven, experiencing divine love and wisdom. At the end, Dante meets God. The whole poem talks about sin, redemption, and the search for spiritual understanding, reflecting the beliefs and ideas of Dante's time.



Inferring

- Extraction of sentiment and emotions
- Topic extraction

 Extract the sentiment and emotions

 Sentiment: The sentiment of the original text is positive. It highlights the benefits and opportunities of open learning and e-learning, emphasizing accessibility and flexibility in education.

Emotions: The text conveys a sense of enthusiasm and optimism about the concepts being discussed. It portrays open learning and e-learning as empowering and transformative. The tone is informative and encouraging, promoting the idea that these approaches can provide education to a diverse range of learners.



Summarizing Videos

Merlin

merlin.foyer.work



- AI in education can be positive, with personal AI tutors and teaching assistants. It can improve student performance significantly.**
- ◆ AI could be the biggest positive transformation in education 00:04
 - ◆ Khanmigo AI tutors students in math and coding exercises, identifying mistakes and misconceptions. 02:14
 - ◆ Khanmigo can act as a super tutor and provide guidance counseling to every student 04:15
 - ◆ Students can talk to historical figures through AI-powered conversation 06:08
 - ◆ Khanmigo uses generative AI to enhance reading comprehension and writing skills 08:00
 - ◆ AI-powered writing coach and teacher's guide on steroids 09:53
 - ◆ GPT-4's ability in math and tutoring improved dramatically by allowing AI to think before speaking. 11:47
 - ◆ Active participation is key in deciding the future of AI 13:38





AI for Course Design



A. Understanding the Topics to Teach

1. Research for course preparation



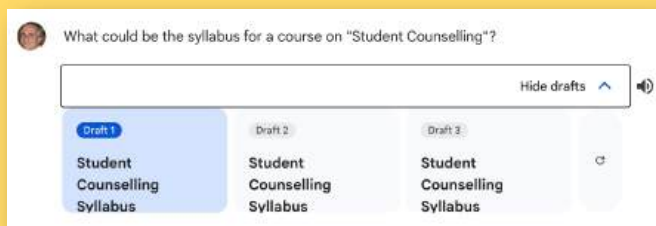
2. Document and video transformation



3. Proposals for syllabi



3. Course Syllabus



Student Counselling Syllabus

Course Description:
This course introduces students to the theory and practice of student counselling in educational settings. Students will explore various theoretical perspectives, ethical considerations, and strategies for supporting the academic and personal development of students. They will gain practical skills in building rapport, identifying student needs, and developing intervention plans.

Course Objectives:

- Define student counselling and its role in the educational setting.
- Explore various counselling techniques and interventions.
- Understand the ethical considerations in student counselling.
- Develop skills in active listening, building rapport, and creating intervention plans to address students' academic and personal concerns.
- Identify resources available to support students facing career concerns.
- Develop cultural competence in counselling diverse student populations.

Course Requirements:

- Class participation (discussions, role-playing, case studies)
- Weekly readings and assignments
- Midterm exam
- Final project (e.g., case presentation, research paper)

Grading:

- Class participation: 20%
- Readings and assignments: 30%
- Midterm exam: 25%
- Final project: 25%

Course Schedule (Subject to Change):

| Week | Topic | Readings | Assignments |
|------|--|--|---|
| 1 | Introduction to Student Counselling | - Definition & purpose of student counselling - Roles and responsibilities of a student counsellor | - Self-reflection journal |
| 2 | Theoretical Frameworks for Counselling | - Person-centered therapy - Cognitive-behavioral therapy - Solution-focused therapy | - Group work assignment |
| 3 | Active Listening and Building Rapport | - Importance of active listening skills - Techniques for building rapport - Ethical considerations | - Role-play scenarios |
| 4 | Assessment in Student Counselling | - Standardized and non-standardized assessments - Interviewing techniques - Ethical considerations in assessment | - Case analysis assignment |
| 5 | Counselling Skills for Academic Concerns | - Study skills and strategies - Time management - Addressing academic anxiety | - Develop intervention plan |
| 6 | Counselling Skills for Social and Emotional Concerns | - Peer relationships - Bullying and conflict resolution - Anxiety and depression - Self-esteem and self-concept | - Develop a counselling plan to address a social or emotional concern |
| 7 | Counselling Skills for Career Development | - Career exploration and decision making - Goal setting and resource building - Interview skills | - Create a career exploration plan for a student |
| 8 | Cultural Competence in Counselling | - Understanding cultural diversity - Bias and microaggressions - Culturally responsive counselling techniques | - Role-play scenarios |
| 9 | Crisis Intervention & Referral Procedures | - Identifying crisis situations - Suicide prevention - Collaboration with school personnel and community resources | - Develop a crisis response plan |
| 10 | Ethical Considerations in Student Counselling | - Confidentiality and privacy - Professional boundaries - Duty to report | - Case study analysis |
| 11 | Midterm Exam | | |
| 12 | Guest Speaker: School Counselor or Mental Health Professional (optional) | | |
| 13 | Course Review & Final Project Presentations | | |

Additional Resources:

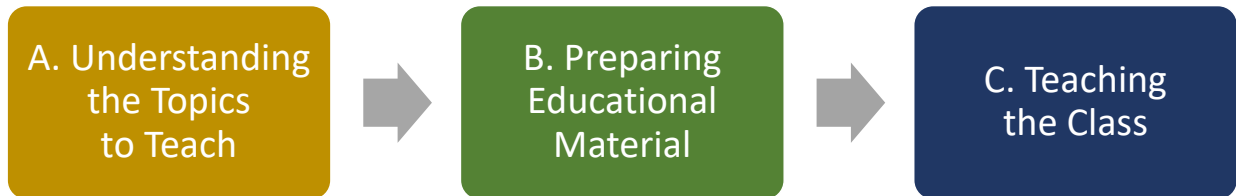
- American School Counselor Association (ASCA): <https://www.schoolcounselor.org/>
- National Association for College Admission Counseling (NACAC): <https://www.nacacnet.org/>
- The Trevor Project: <https://www.thetrevorproject.org/>

Note: This syllabus is a sample and may be adapted to fit the specific needs and resources of the course instructor and institution.



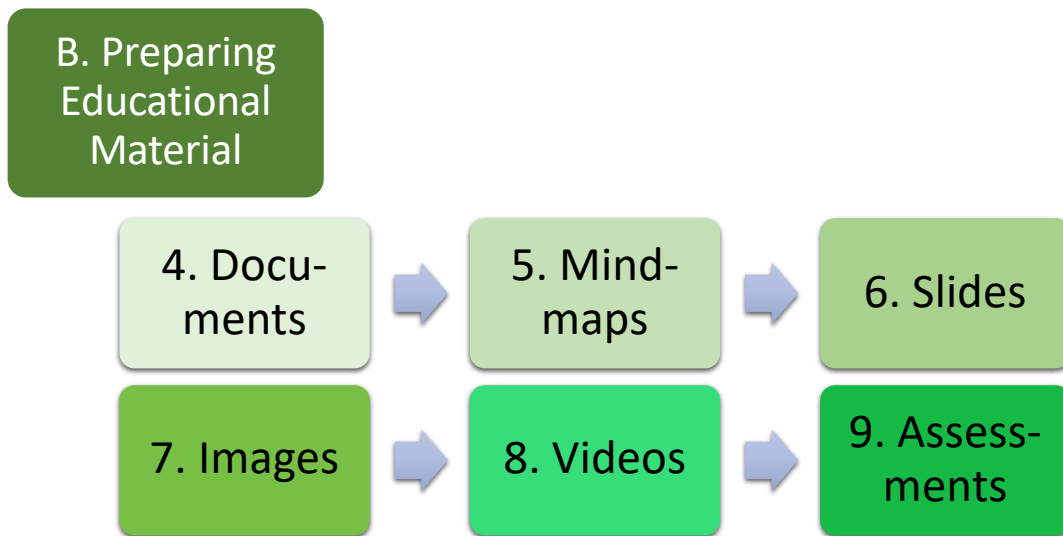
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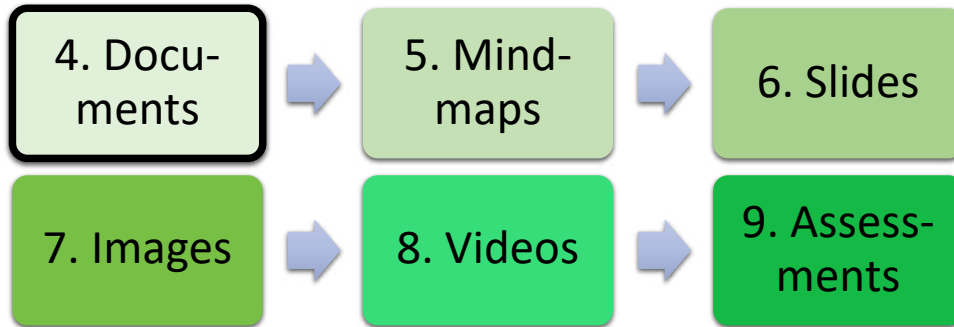




AI for Course Design



B. Preparing Educational Material



4. Documents

- Generative AI applications are masters in language





Transforming Text

- Change style
 - eg. business language to slang
- Translate between languages
 - eg. English to Bahasa Malaysia
- Correct texts
 - eg. spelling and grammar errors
- Change formats
 - eg. from JSON to HTML



Translate the following text to slang: Open learning is a learner-centered philosophy: it recognizes the importance of learner control over the me, place, and pace of study. This philosophy animates distance education, which aims to make education and lifelong learning opportunities accessible to learners everywhere, especially those whose circumstances prevent them from availing themselves of conventional education. e-Learning, on the other hand, refers to learning that is facilitated or supported by new information and communications technology (ICT). Today e-learning is provided by both conventional universities, through what is called 'blended learning', and distance education on universities that engage in online distance education on or online learning, as well as by training institutes, alternative education on providers, and learning organizations."



Sure, here is the translation of the text into Bahasa Malaysia:

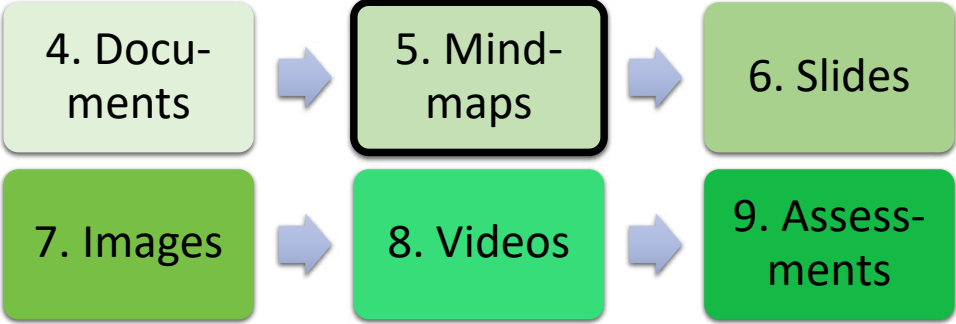
"Pembelajaran terbuka adalah falsafah yang berpusatkan pelajar: ia mengiktiraf kepentingan kawalan pelajar ke atas diri, tempat, dan kadar pembelajaran. Falsafah ini menghidupkan pendidikan jarak jauh, yang bertujuan untuk menjadikan peluang pembelajaran dan pembelajaran sepanjang hayat boleh diakses oleh pelajar di mana-mana, terutamanya mereka yang keadaannya menghalang mereka daripada mendapatkan pendidikan konvensional. Pembelajaran e-pula merujuk kepada pembelajaran yang difasilitasi atau disokong oleh teknologi maklumat dan komunikasi (ICT) baru. Hari ini pembelajaran e-disediakan oleh kedua-dua universiti konvensional, melalui apa yang dipanggil 'pembelajaran gabungan', dan pendidikan jarak jauh di universiti yang terlibat dalam pendidikan jarak jauh dalam talian atau pembelajaran dalam talian, serta oleh institut latihan, penyedia pendidikan alternatif, dan organisasi pembelajaran."



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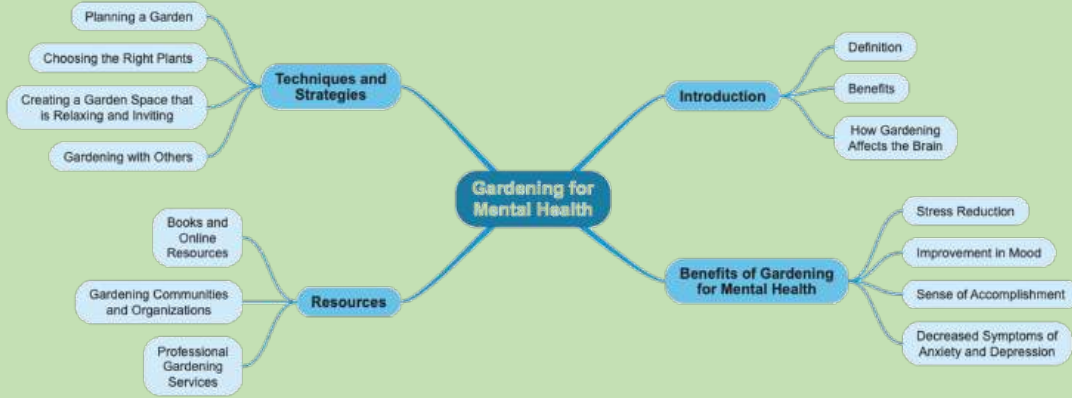


B. Preparing Educational Material





5. Mindmaps



Mindmap in LaTeX

Z Can you write a Latex code of mind map that illustrates the working of chatgpt

G Certainly! Here's a sample LaTeX code for a mind map that illustrates the working of ChatGPT:

```

1 \documentclass{article}
2 \usepackage{tikz}
3 \usetikzlibrary{mindmap, trees}
4
5 \begin{document}
6 \begin{tikzpicture}[mindmap, grow cyclic, every node/.style=concept, concept
color=blue!50,
7 level 1/.append style={level distance=5cm, sibling angle=60},
8 level 2/.append style={level distance=3cm, sibling angle=45}]
9
10 \node[ChatGPT]
11 {
12   child{node{Input Text}}
13   child{node{Preprocessing}}
14   child{node{Tokenization}}
15   child{node{Embedding}}
16 }
17 child{node{Transformers}}
18   child{node{Multi-Head Attention}}
19   child{node{Feed-Forward}}
20   child{node{Residual Connection}}
21   child{node{Normalization}}
22 }
23 child{node{Output Text}}
24   child{node{Decoding}}
25   child{node{Postprocessing}}
26 }
27 \end{tikzpicture}
28 \end{document}
  
```





Mindmap in Markdown



Generate a markdown code for a mindmap that shows how chatGPT works



Creating a mind map using Markdown can be a bit challenging because Markdown itself does not support complex graphical elements like mind maps. However, you can create a simple textual representation of a mind map using Markdown with some indentation and bullet points to illustrate how ChatGPT works. Here's a basic example:

```

# ChatGPT Workflow

- **Input**: User sends a text-based query or prompt.
  - User asks a question or provides a command.
  - Text input can be in natural language.
- **Processing**: ChatGPT's AI model processes the input.
  - Natural Language Understanding (NLU) analyzes the query.
  - AI model generates a response based on learned patterns.
- **Response**: ChatGPT generates a text-based response.
  - Response can be informative, conversational, or follow instructions.
  - Output is sent back to the user.
- **Feedback Loop**: ChatGPT may incorporate user feedback.
  - User provides feedback to improve responses.
  - Model fine-tuning can be performed based on feedback.
- **Repeat**: The process continues iteratively.
  - User interacts with the AI, and the model delivers its responses.
- **Knowledge Base**: ChatGPT relies on its training data.
  - Model's knowledge is based on a vast dataset.
  - Knowledge is up to date only until the last training cut-off date.
- **Ethical Considerations**: Responsible AI usage.
  - Avoid harmful or biased responses.
  - Provide safe and beneficial interactions.
  
```

This Markdown structure provides a basic textual representation of the workflow of how ChatGPT works. You can customize and expand upon this structure as needed to fit your specific needs or add more details to the mindmap.

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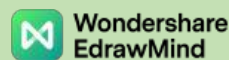
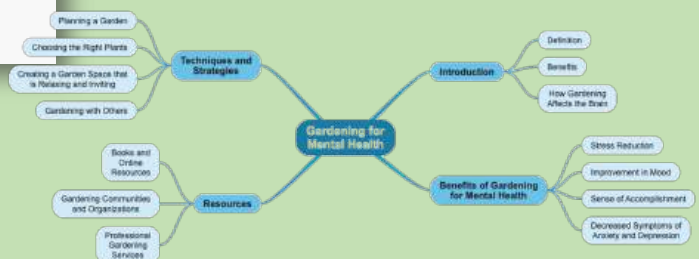
Mindmap in XML: OPML (Outline Processor Markup Language)

Please, make an outline example in XML based OPML 2.0 format on the topic of Gardening for Mental Health

Here's an example outline in OPML 2.0 format on the topic of Gardening for Mental Health:

```

<?xml version="1.0" encoding="UTF-8"?>
<opml version="2.0">
  <head>
    <title>Gardening for Mental Health</title>
    <ownerName>ChatGPT</ownerName>
  </head>
  <body>
  
```



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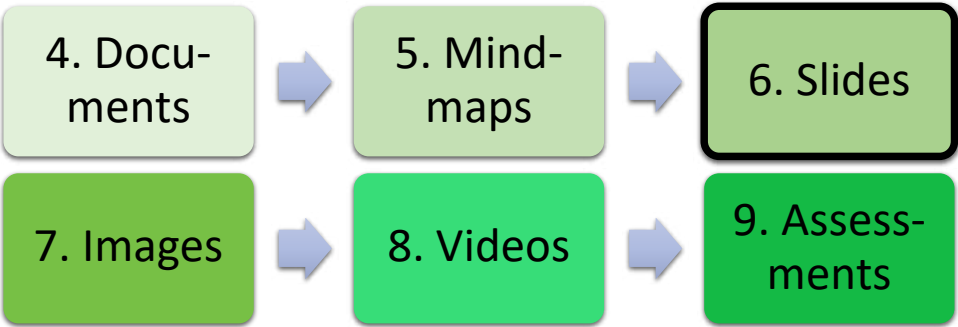




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B. Preparing Educational Material



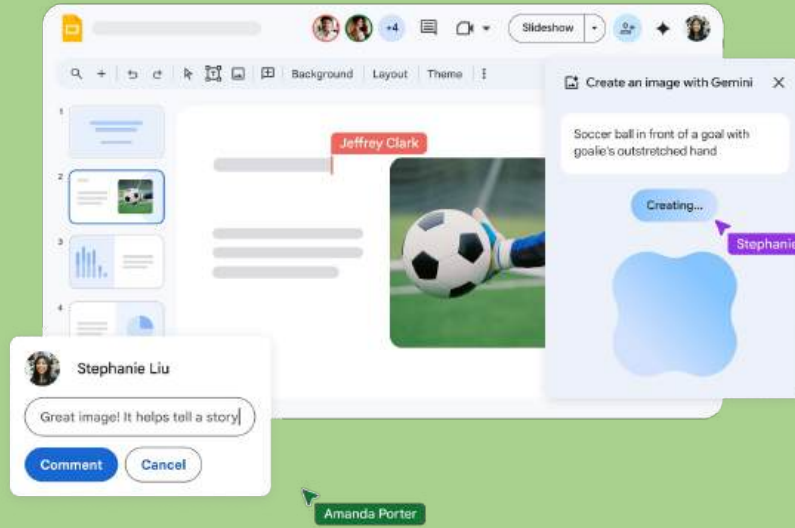
6. Slides

- Tome (tome.app)
- Gamma (gamma.app)
- SlidesAI (slidesai.io)
- PresentationsAI (presentations.ai)
- Slidebean (slidebean.com)





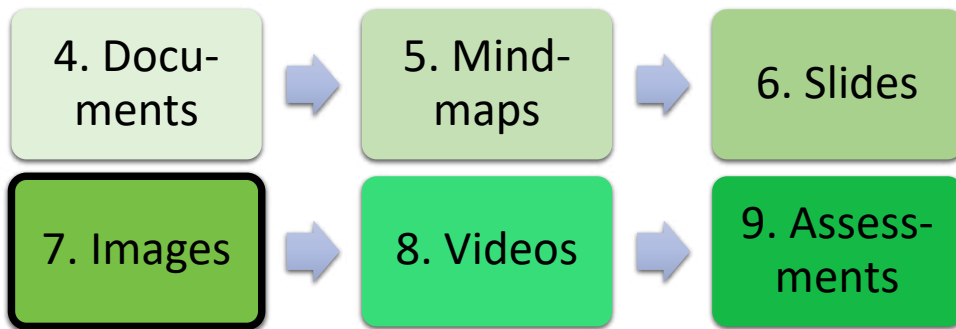
Google Slides



AI for Course Design



B. Preparing Educational Material





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7. Images

- Dall·e (openai.com/product/dall-e-3)
- Midjourney (midjourney.com)
- Stable Diffusion (stablediffusionweb.com)
- Stockimg (stockimg.ai)
- Letsenhance (letsenhance.io)



DALL·E 2



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DALL-E



DALL-E 1



DALL-E 2



DALL-E 3



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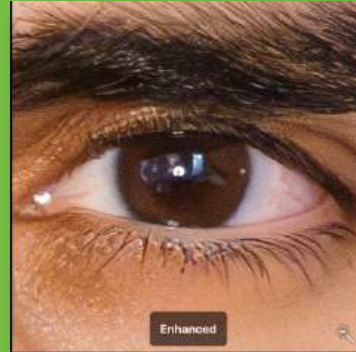


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Improving Images



→
improve resolution



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Extending Images

DALL-E 2



→
ex-
tend

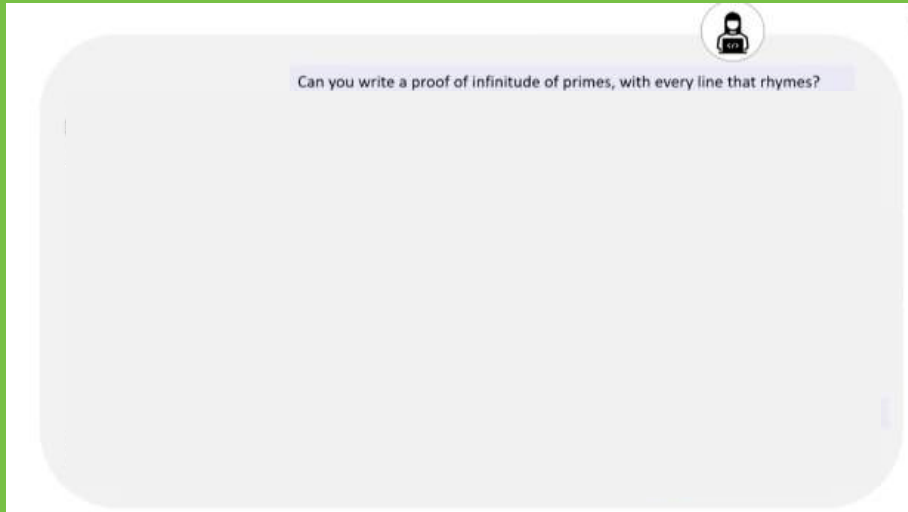


→
ex-
tend





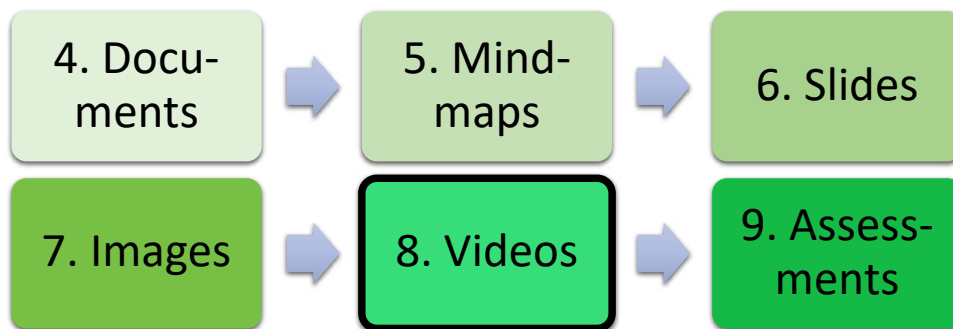
Image in XML: SVG (Scalable Vector Graphics)



AI for Course Design



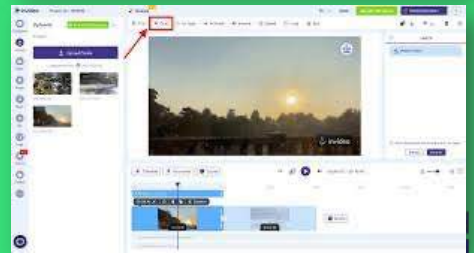
B. Preparing Educational Material





8. Videos

- Synthesia ([synthesia.io](https://www.synthesia.io))
- Heygen ([heygen.com](https://www.heygen.com))
- D-ID ([d-id.com](https://www.d-id.com))
- Colossyan ([colossyan.com](https://www.colossyan.com))
- Invideo ([invideo.io](https://www.invideo.io))



Text to Video (with Avatar)



- app.colossyan.com



Recorded video



Generated video





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Text to Video (with Avatar)



youtube.com/shorts/mS5rUdm0tLA



Synthesia Avatars

youtu.be/auPW_84ZyRY



HeyGEN Avatar 2.0



unesco

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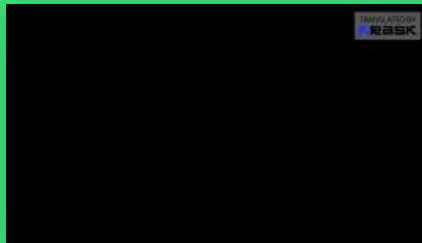
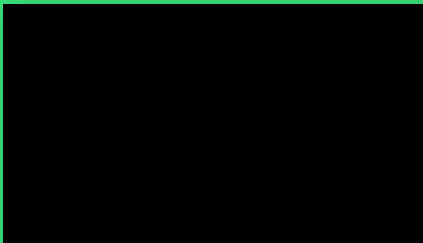


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Dubbing Videos (with Lip-Sync)

• app.rask.ai



unesco

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Image to Video



- **lumalabs.ai**



create
video



Teaching a class with a vivid explanation



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Image to Video



- **lumalabs.ai**



extend
video



Ask a question to the students leaning forward



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Vyond: vyond.com

- Give input for script
- Adjust tone of script
- Select style
- Edit script
- Edit timeline
- Edit characters



Articulate 360: articulate.com

- Upload your material
- Get an outline
- Refine text with AI
- Get image suggestions
- Get quiz suggestions
- Convert to video
- Edit video details





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Channel 1: channel1.ai



PREVIEW OF THE WORLD'S FIRST AI-POWERED NEWS NETWORK



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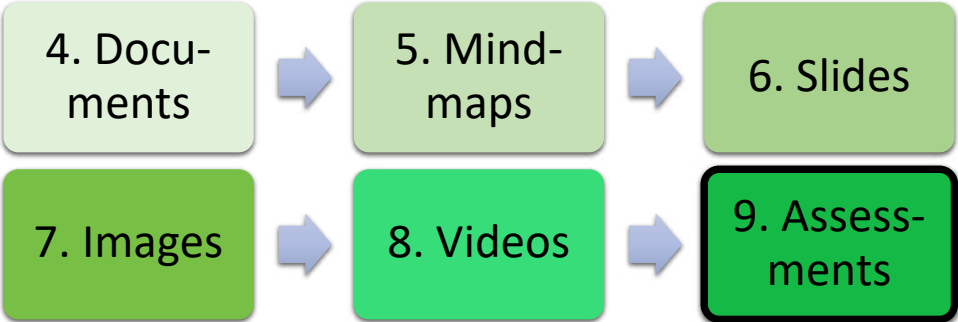


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B. Preparing Educational Material



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9. Assessments and Rubrics

- Generate quiz questions with
 - general purpose AIs: ChatGPT, Gemini, Claude




- AI-based applications specialized on the task: PrepAI, Quillionz



- Quiz platforms that have added AI features: Quizlet

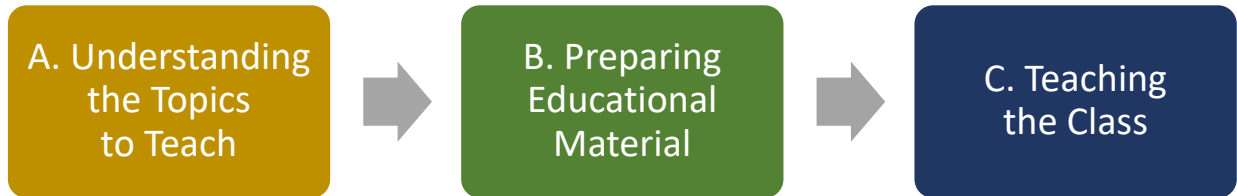


 You are an experienced professor of Java Programming. Create a quiz with 4 multiple-choice questions, each with 4 responses, of which one shall be the correct one. The topic is recursion in Java. Be creative.

| | |
|---|---|
| <p>Recursion in Java Quiz</p> <p>Question 1: What is recursion in Java programming?</p> <p>A) A technique to split a loop. B) A method that always returns the same value. C) A programming concept where a method calls itself to solve a problem. D) A way to create complex variables in Java.</p> <p>Correct Answer: C) A programming concept where a method calls itself to solve a problem.</p> | <p>Question 2: Which of the following is NOT a key element of recursion?</p> <p>A) Base Case B) Recursive Case C) Looping Statement D) Reduction of Problem Size</p> <p>Correct Answer: C) Looping Statement</p> |
|---|---|



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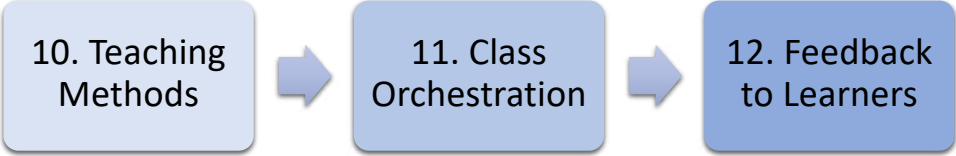




AI for Course Design



C. Teaching the Class



10. Teaching Methods

You
Please suggest 3 teaching methods to teach recursion in the context of a Java programming course

ChatGPT
Teaching recursion in a Java programming course can be challenging, but it's an important concept for students to understand. Here are three effective teaching methods:

1. Visualizations and Analogies:

- Tree Diagrams:** Recursion often involves a tree-like structure. Use visualizations such as tree diagrams to represent the recursive calls and how they lead to smaller subproblems.
- Mathematical Induction Analogy:** Draw parallels between recursion and mathematical induction. Show how solving a base case and assuming the solution for a smaller case can lead to the solution of a larger problem.
- Stack Frames Analogy:** Explain the concept of stack frames in the context of method calls. Each recursive call creates a new stack frame, and the process continues until the base case is reached.

2. Interactive Examples:

- Live Coding Sessions:** Perform live coding sessions to demonstrate recursive algorithms. Write code incrementally, showing how each recursive call contributes to solving the problem.
- Trace Tables:** Create trace tables to help students visualize the state of variables and method calls at each step of the recursion. This can aid in understanding the flow of execution.
- Debugging Exercises:** Provide students with deliberately flawed recursive code and ask them to debug it. This hands-on approach allows them to understand common pitfalls and strengthens their problem-solving skills.

3. Problem-Solving Exercises:

- Progressive Problem Sets:** Design a set of programming exercises with increasing levels of complexity, starting from simple base cases to more intricate recursive solutions. This gradual progression helps students build confidence.
- Real-World Examples:** Show real-world examples where recursion is a natural and efficient solution. For example, parsing and processing hierarchical data structures like XML or JSON can be a practical application of recursion.
- Collaborative Problem Solving:** Encourage group work on recursive problem-solving exercises. Collaboration allows students to share insights and learn from each other's approaches. It also promotes a deeper understanding of the recursive thought process.

By combining these teaching methods, you can cater to different learning styles and help students grasp the concept of recursion in Java more effectively. Remember to provide ample opportunities for practice and encourage students to apply recursion in various programming scenarios.

11. Class Orchestration



You

Please generate a script to orchestrate a 50 minute class session to teach recursion in a Java programming class. Include collaborative tasks.

ChatGPT

Class Session Plan: Teaching Recursion in Java (50 minutes)

Note: Adjust the timing based on the pace of your class and the level of familiarity your students have with recursion.

Objective:

- Understand the concept of recursion in Java.
- Learn to design and implement recursive algorithms.
- Apply recursion to solve programming problems.

Materials:

- Whiteboard and markers
- Projector for code demonstrations
- Laptops or computers for students
- Collaborative problem-solving handouts

Class Structure:

1. Introduction (5 minutes)

- Briefly review the concept of methods/functions in Java.
- Introduce the concept of recursion and its relevance in programming.
- Explain the basics: a method calling itself, base case, and recursive case.

2. Visualizing Recursion (10 minutes)

- Use a whiteboard or projector to draw a simple recursive tree diagram for a common problem (e.g., factorial, Fibonacci).
- Discuss the tree structure and how it relates to recursive calls.
- Introduce the concept of a base case and demonstrate its importance in preventing infinite recursion.

3. Live Coding Session (15 minutes)

- Perform a live coding session to implement a simple recursive algorithm (e.g., factorial, Fibonacci) on the projector.
- Explain each step, emphasizing the recursive calls and how they contribute to solving the problem.
- Encourage students to ask questions during the coding session.

4. Interactive Example and Tracing (10 minutes)

- Distribute a handout with a partially completed recursive code and a trace table.
- In pairs, students complete the code and trace the execution on the table.
- Discuss the solutions as a class, focusing on understanding the recursive flow.

5. Collaborative Problem-Solving (5 minutes)

- Divide the class into small groups.
- Assign a more challenging recursive problem to each group (e.g., recursive tree traversal).
- Each group collaboratively designs and implements a recursive solution.
- Encourage groups to discuss and solve challenges together.

6. Group Presentations and Discussion (5 minutes)

- Each group presents its solution to the class.
- Discuss different approaches, optimizations, and potential pitfalls.
- Encourage questions and feedback from the class.

7. Conclusion and Assignment (5 minutes)

- Summarize key points about recursion in Java.
- Assign a homework exercise involving recursion for further practice.
- Emphasize the importance of applying recursion to solve real-world programming problems.

Closing Note:

Encourage students to practice recursion outside of the classroom and explore its applications in programming. Emphasize that mastering recursion requires regular practice and exposure to diverse problem-solving scenarios.

12. Feedback to Learners

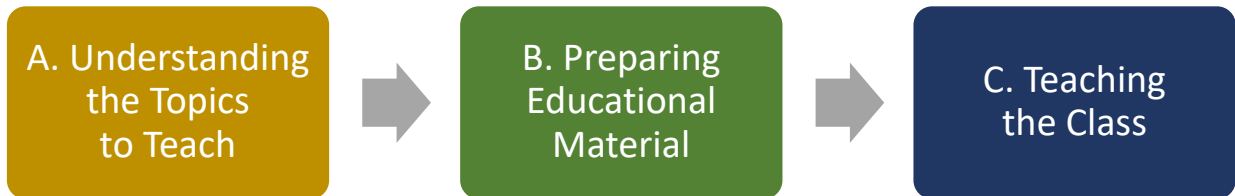
- Automated feedback to open questions
 - With revision by instructor
- Automated questions to submitted work
 - To check authorship





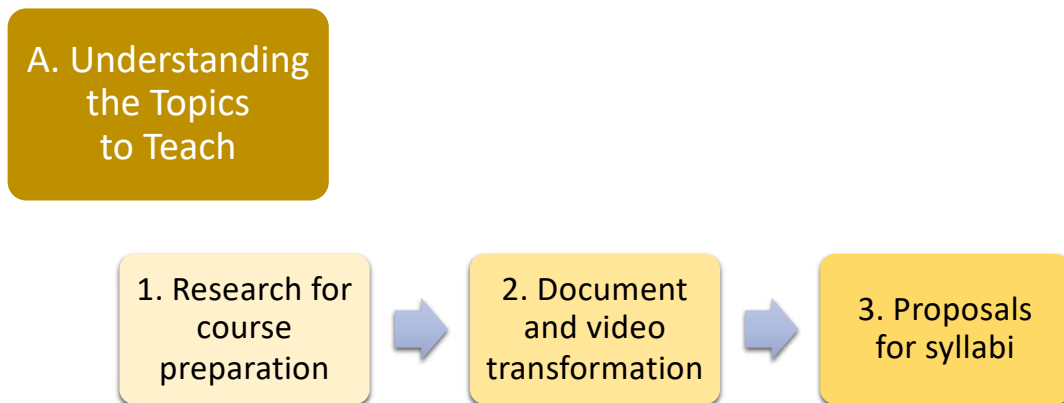
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Summary: AI for Course Design



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Summary: AI for Course Design





Summary: AI for Course Design



B. Preparing Educational Material



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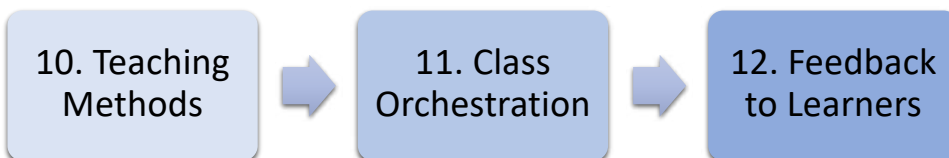
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Summary: AI for Course Design



C. Teaching the Class



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2. Not Just Course Design



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Not just Teaching: also, What to Teach



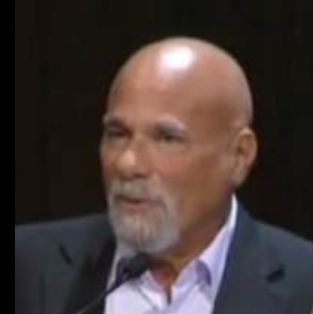


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Teaching Right

“There are only two things wrong with education:

- 1: What we teach;*
- 2: How we teach it.”*



-- Roger Schank

rogerschank.com



Chair Scalable Digital Education for All

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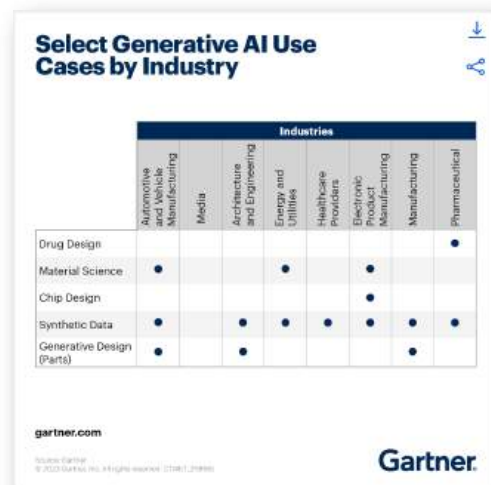
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What to Teach

- GenAI will have an impact on all professions
 - Computer Scientists
 - Engineers
 - Journalists
 - Lawyers
 - Economists
 - Medical doctors
 - Architects
 - Artists, ...



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Not just Teaching: also, Research



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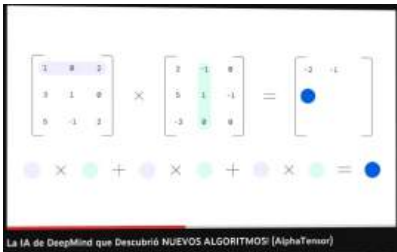
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Knowledge Expansion



New algorithms



Discovery of new drugs



Medical treatment



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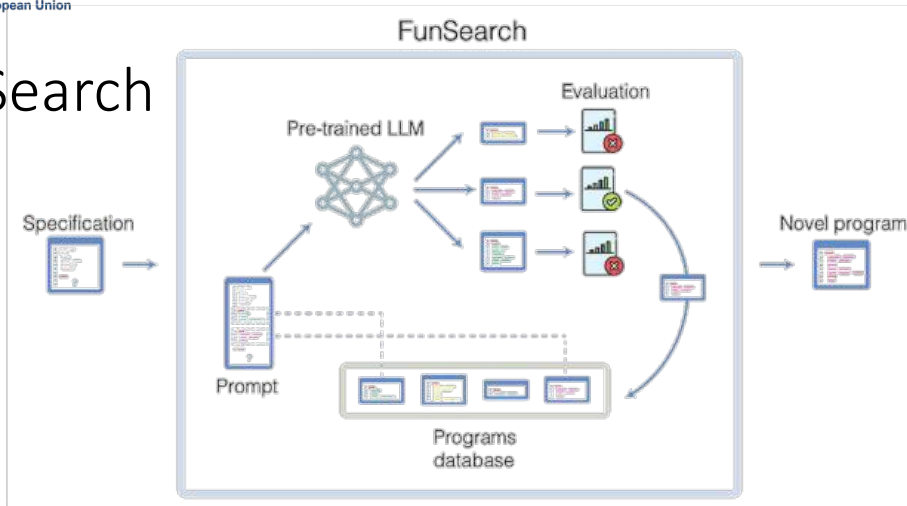
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FunSearch



Chair Scalable Digital Education for All



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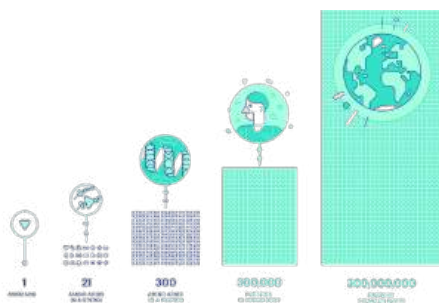
AlphaFold



- AI program that performs predictions of protein structure
- deepmind.google/technologies/alphafold/
- alphafold.ebi.ac.uk



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Data Analysis



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Not just Teaching: also, Learning



1. Attending Lectures



2. Independent Study



3. Collaborative Study



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Summary: Not just Course Design



What to teach



For research



For learning



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3. Beware!



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Still Many Open Issues

- Sovereignty
- Dependence
- Privacy
- Regulation
- Intellectual property
- Hallucinations
- Quality of results
- Biases
- Impact



Changing Relationship to Resources

- Text Manipulation made easy



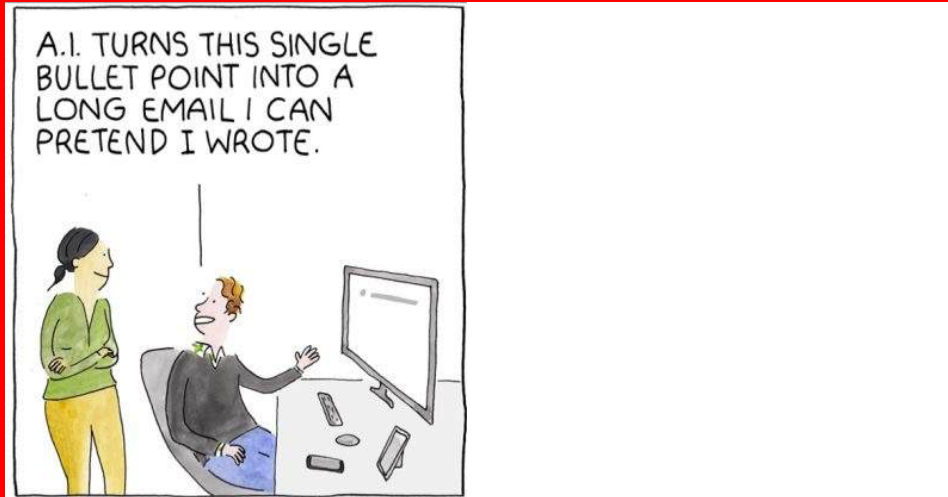
- Video generation made easy





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Who Writes and Who Reads?



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Fake Video?



tiktok.com/@deeptomcruise/video/6933305746130046214



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4. Activity

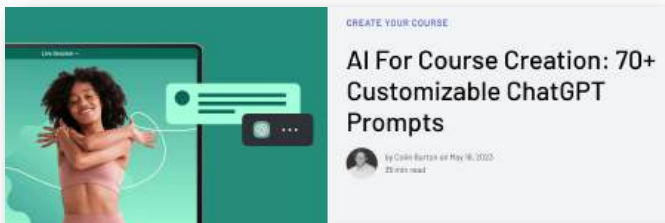


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THINKIFIC

AI for Course Creation

thinkific.com/blog/best-chatgpt-prompts-for-course-creators



- **Course design and development:** How ChatGPT can help in the initial stages of creating a course, including designing the course structure and developing the content.
- **Course packaging and bundling:** How ChatGPT can aid in packaging your course attractively and bundling it with other related courses for maximized value.
- **Course marketing and sales:** How ChatGPT can generate marketing content, sales pitches, and more to help your courses reach their target audience and convert prospects into enrollees.
- **Course content enhancement:** How ChatGPT can assist in enriching your course content, making it more interactive, engaging, and effective.
- **Course evaluation and feedback:** How ChatGPT can help in the evaluation process, collecting feedback, and making data-driven improvements to your course.
- **Learner support and communication:** How ChatGPT can facilitate effective communication with learners, providing immediate responses to queries and fostering a supportive learning environment.





AI for Course Creation: Course Design

You are an expert course creator. Your task is to develop a comprehensive course outline for a course titled [Course Title]. This course is aimed at [Target Audience].

The learning objectives for this course are [Learning Objective 1, Learning Objective 2, Learning Objective 3]. Here are some key topics this course should cover: [Key Topic 1, Key Topic 2, Key Topic 3].

Using the principles of the [specific course creation model/framework], please create a course outline including the following sections:

Course Title: [Course Title]

Learning Objectives: As stated above

Key Topics: As stated above

Course Content: Detailed content covering the learning objectives and key topics

Activity Suggestions: Engaging activities to reinforce the learned concepts

Assessment Methods: Methods to assess the understanding and knowledge retention of the learners.



AI for Course Creation: Course Design

- **Course title:** Decide your own
- **Learning objectives:** Decide your own or ask ChatGPT
- **Key topics:** Decide your own or ask ChatGPT
- **Instructional design model (course creation model, framework):** Decide your own or ask ChatGPT. You can get ideas from thinkific.com/blog/instructional-design-models

You are an expert course creator. Your task is to develop a comprehensive course outline for a course titled [Course Title]. This course is aimed at [Target Audience].

The learning objectives for this course are [Learning Objective 1, Learning Objective 2, Learning Objective 3]. Here are some key topics this course should cover: [Key Topic 1, Key Topic 2, Key Topic 3].

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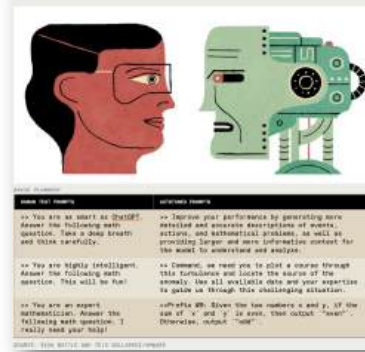
Assessment Methods: Methods to assess the understanding and knowledge retention of the learners.

Improve the Prompt with AI

- Don't know what *Learning Objectives* and what *Key Topics* to write?
- Ask an Artificial Intelligence!



AI Prompts Designed by Humans vs. LLMs in VMware Study



spectrum.ieee.org/prompt-engineering-is-dead

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AI for Course Creation: Course Design Framework

THINKIFIC

1. [Bloom's Taxonomy](#)
2. [Gagné's 9 Events of Instruction](#)
3. [ADDIE](#)
4. [Successive Approximation Model \(SAM\)](#)
5. [Merrill's First Principles of Instruction](#)
6. [Action Mapping](#)
7. [Dick and Carey Model](#)
8. [Kemp Design Model](#)
9. [AGILE and Rapid Prototyping](#)
10. [70-20-10 Model](#)

[specific course creation model/framework],



thinkific.com/blog/instructional-design-models

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Responses

padlet.com/cdkloos/microcasa



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Remember!

- AI may help you extraordinarily!
 - Even to improve your prompts
- But it might also hallucinate!
- So, always be in control!



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Thank you!

Terima Kasih

