

Teaching with Generative AI Resource Hub

AI-Resilient Learning Experience Design Toolkit

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**Course/Module/Session:**

**Date:**

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# 1. Learners

Start your design process by thinking about your students and their context.

* What program are they enrolled in?
* Are there any prerequisites for this learning experience?
* What prior knowledge and skills do they have?
* What are their career goals?
* What’s their previous experience with generative AI?
* What access to generative AI will they have during the learning experience?
* How might they use generative AI in their future professional roles?

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# 2. Learning Outcomes

Now that you've thought about where your students are starting from, it's time to define the destination: the learning outcomes.

* By the time your students complete this learning experience...
  + What should they be able to **do**?
  + What should they **know** and **understand**?
  + What should their **opinions** be about these topics?
* Are there topics that you’d like to 1) retire or 2) promote given AI’s capabilities?

Write your learning outcomes by completing this prompt: **By the time students finish the learning experience, they should be able to [ACTIVE VERB]...**

Consider choosing a verb that aligns with one of the levels of [Bloom’s Taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/).

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# 3. Assessments

Now it’s time to decide what evidence students will produce to show they’ve achieved the learning outcomes. Fill out the table below to plan your assessments:

* **Aligned Learning Outcome(s)**: Copy/paste a learning outcome from *2. Learning Outcomes*. The assessment will measure whether your students have achieved that specific learning outcome.
* **Assessment Task(s)**: Fill in this column by completing the prompt, “*Students will show that they’ve achieved the learning outcome(s) by...*”
* **AI Use**: Decide whether to require, allow, or ban AI use for the assessment.

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| Aligned Learning Outcome(s) | Assessment Task(s) | AI Use |
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# 4. Activities

Now it’s time to think about how you’ll use pre-work and in-person class time. We recommend "flipping” your class:

* Assign pre-work that enables students to build core knowledge on their own schedule.
* Design in-class learning experiences that maximize the benefits of face-to-face interaction and faculty guidance.

Fill out the table below to plan your activities.

* **Aligned Learning Outcome(s):** Copy/paste a learning outcome from *2. Learning Outcomes*. The activity will help your students build towards achieving that specific learning outcome.
* **Prework:** Identify the pre-class activities and resources through which students will gain the foundational knowledge to participate in in-class activities. Consider allowing or encouraging AI-use for outside-of-class prework.
* **Activities:** Plan the in-class activities through which students will engage with the learning outcomes for that class session.
* **AI Use:** Decide whether to require, allow, or ban AI use for the prework and in-class activity.

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| Aligned Learning Outcome(s) | Prework | Activities | AI Use |
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