Designing Quality Courses Efficiently with QM Essentials and AI

Hands-On Activity – Backwards Design Steps 1-3

STEP 1: *Identify Desired Results*

To get started with this activity, we first need some learning outcomes. If you have some from one of your courses, you can skip the prompt below for step 1 and perhaps use AI to refine you existing outcomes. Otherwise, tailor the following prompt (*Source:* AI Prompts for Teaching: A Spell Book) for your context by editing the sections in (bold), filling in blanks, and paste the revised prompt into Microsoft Copilot (or alt.):

> *You are an expert faculty developer. I need help writing course-level goals for (**college students, freshman, seniors, graduate students, etc.**) in a course on _____. Please write 6-10 goals that focus on what students should know and be able to do five years from now as a result of taking this course. They should be written so that even students who may not be initially excited by the course will view these goals as interesting, relevant to their lives, clear, and understandable. Utilize Bloom's Taxonomy to generate outcomes that are measurable and actionable at different orders of learning. Use the sentence stem, "Students will be able to..."*

REFINE: Enter follow-up prompts to refine the outputs following tips in the *Quick Guide on Generative AI*.

STEP 2: *Determine Acceptable Evidence*

Now tailor the following prompt using your specific learning outcomes (or those generated by the prompt from Step 1), and copy/paste into Gen AI.

> *Create 3 different performance tasks on (**topic**) using the Transparency in Learning and Teaching (TiLT) framework from Mary-Ann Winkelmes. Each task should be extremely interesting and relevant to (**level**) students and mimic what experts do outside of the classroom in their personal or professional lives. Each task should take no longer than (**amount of time**) to complete. Each performance task should allow the student who designs it to demonstrate that they meet at least three of the most relevant learning outcomes from your previous output. Please indicate which learning outcomes align with each performance task.*

REFINE: Enter follow-up prompts to refine the outputs following tips in the *Quick Guide on Generative AI*.

Now tailor the following prompt using your specific context, and copy/paste into Gen AI.

> *You are an expert lesson plan writer, and I'd like you to write an example lesson plan for students at level **X**. The topic of this lesson is **Y**. The length of the class period is **Z**. The objective(s) for this lesson are **A and B** and I need to review **C**. First look up a variety of websites that are focused on innovative strategies for teaching **this course** generally and **this topic** specifically. After that, create an innovative example lesson that is interactive and engaging and does not use any special materials I would have to purchase or make. Please provide links to any websites I would need to teach the lesson. The lesson should be emotion-rich (Sarah Rose Cavanagh) and involve movement, novelty, or the senses (Susan Hrach). Be specific about how I will check for understanding/ use formative assessment and give feedback throughout the period. It is important that the students actively co-construct knowledge rather than passively record knowledge. It is also important to build in intrinsic motivators such as autonomy, mastery, and purpose.*

REFINE: Enter follow-up prompts to refine the outputs following tips in the *Quick Guide on Generative AI.*

Reflection

Reflect on this experience with AI using the following questions as a guide. Feel free to note other reflections or respond to different questions that came up for you during the activity.

- Did you find the Gen AI outputs from this activity helpful? Why or why not?

- What challenges or limitations did you encounter? How did (or might) you address them?

- Do you plan to integrate the insights and strategies gained from this exercise into your future teaching practice? Why or why not?