

AI FOR BEGINNERS:

Practical Tools and Insights for Educators

Allison Boye, Ph.D.

Tama Hebert

LEEF

Image generated by Fabio, Adobe Stock Images

Workshop goals

- Identify options for using generative AI for educational content creation
  - Efficiency
  - Creativity
  - Enhanced student learning

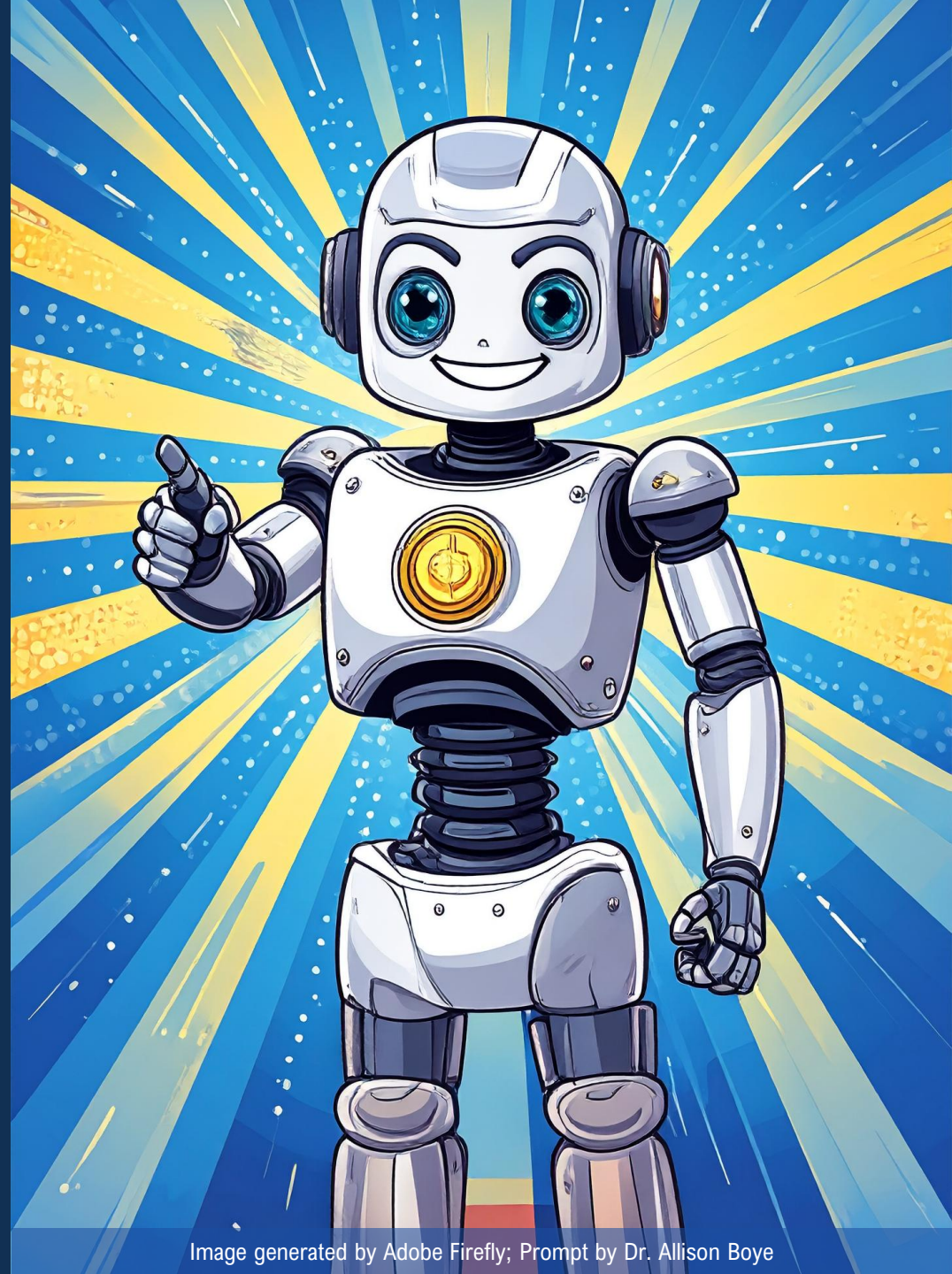


Image generated by Adobe Firefly; Prompt by Dr. Allison Boye

What type of content/materials do you spend the **most time** creating for your teaching (*besides grading/feedback*)?

STREAMLINING & ENHANCING TEACHING WITH AI

Creating learning materials

- Course/Unit/Module outlines
- Examples
- Case studies & scenarios
- Discussion questions
- Practice problems
- Reflection prompts

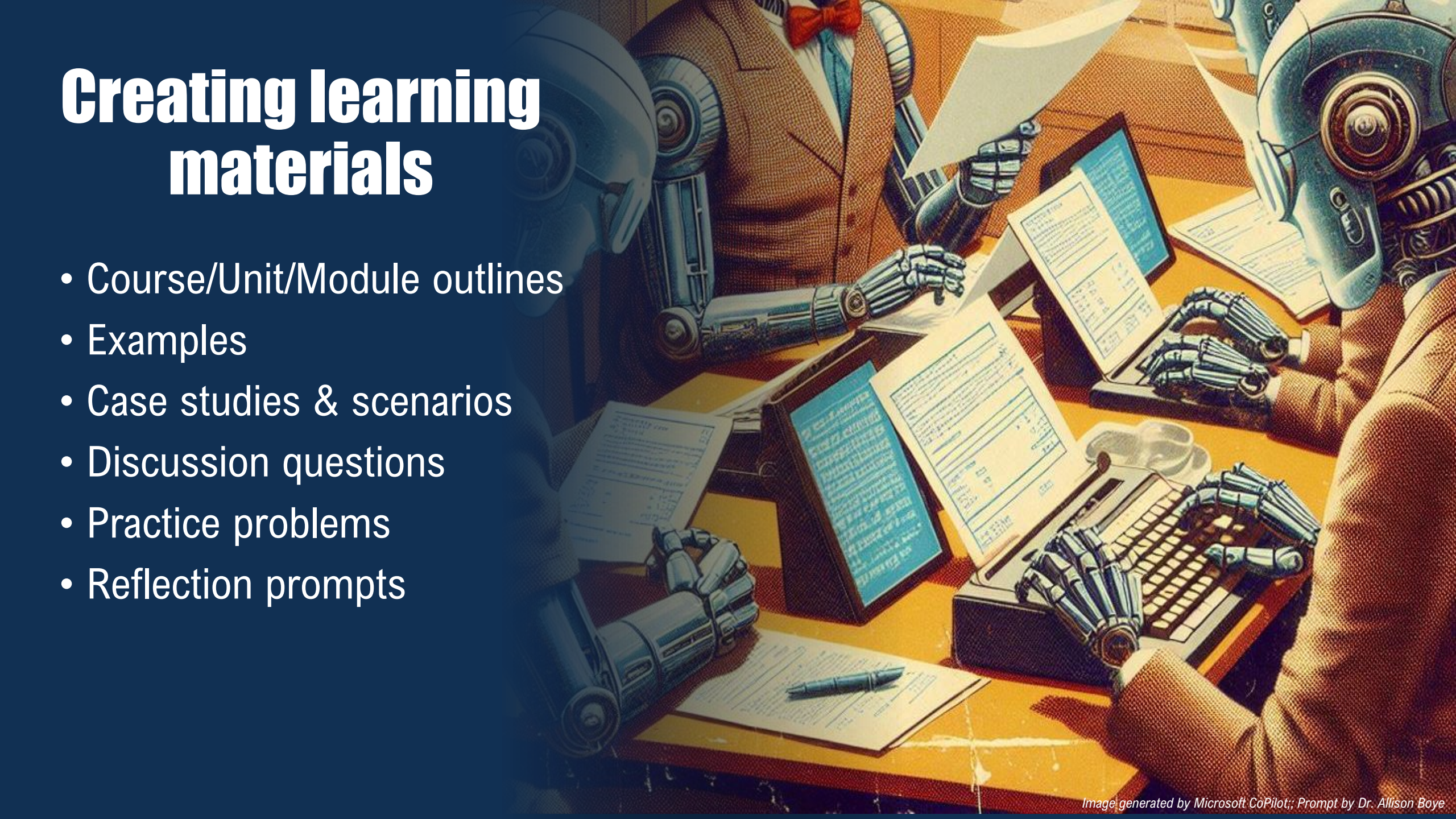


Image generated by Microsoft CoPilot;; Prompt by Dr. Allison Boye



Image generated by Adobe Firefly; Prompt by Dr. Allison Boye

Creating assessment tools

- Quizzes
- Evaluation rubrics
- Essay prompts
- Study guides

Multimedia content

- Lecture slides
- Diagrams
- Images for illustration or analysis
- Videos & animations
- Music & audio

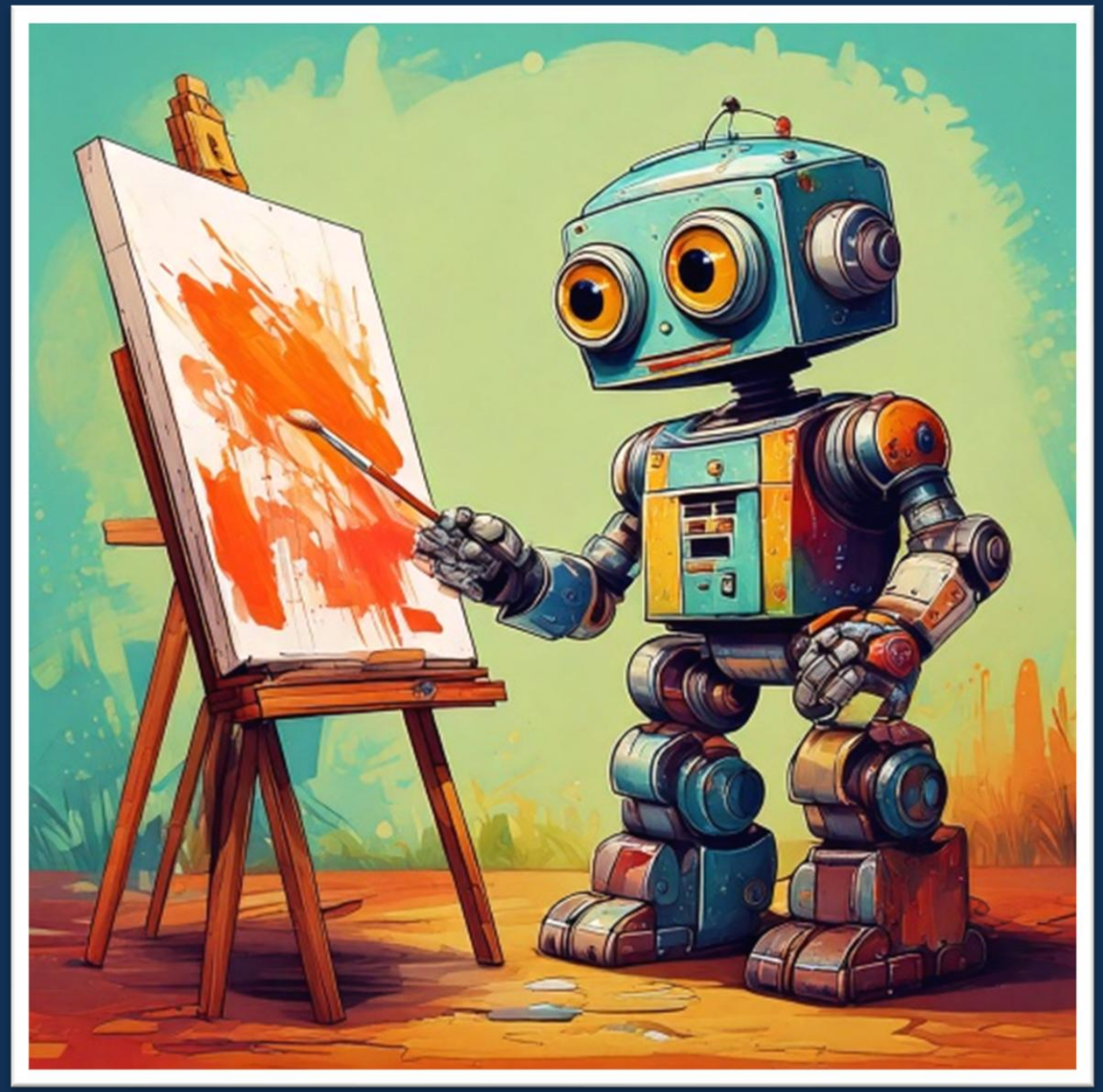


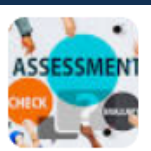
Image generated by Adobe Firefly; Prompt by Dr. Allison Boye

LLM tools for creating learning materials

Gemini

QuillBot

WAYGROUND formerly Quizizz



Assessment

perplexity

Claude

Canva

ChatGPT

Gemini Notebook

Khan Academy

Curipod

grammarly

Otter.ai

MUSICAI

**While AI platforms offer powerful capabilities, using protected data on these platforms can pose significant risks. Do not to share personal, FERPA protected information, or copyrighted work. Always verify that the platform complies with relevant data protection laws and regulations to avoid legal and reputational consequences.

UNT SUPPORTED PLATFORMS

Microsoft Copilot

copilot.microsoft.com



adobefirefly.com

Let’s practice prompting!





A caveat...

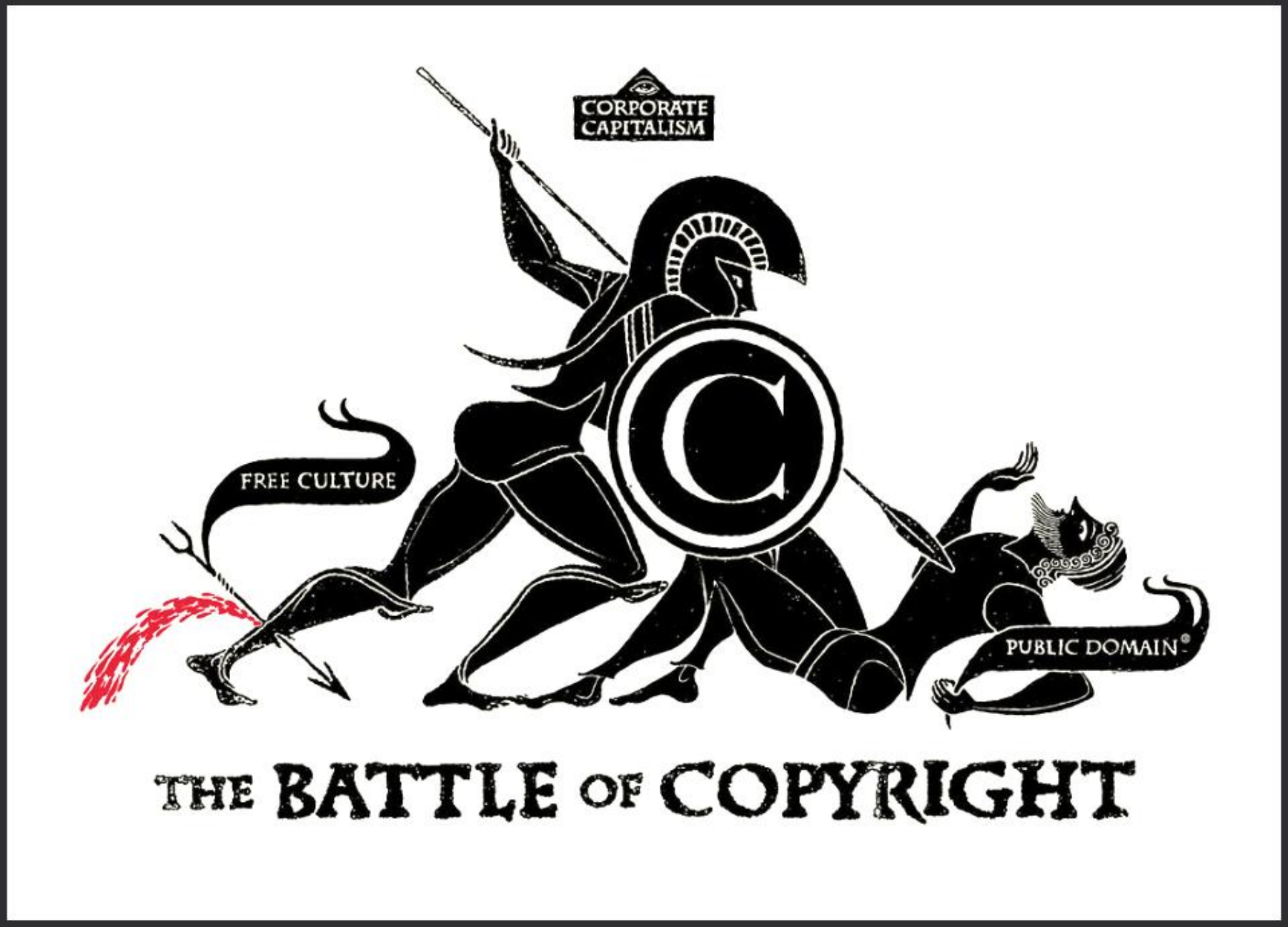


Image by Christopher Dombres; CC0 1.0 Universal

PERSONALIZING LEARNING WITH AI

Universal Design for Learning Framework

Goal: "Learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented" (CAST).

udlguidelines.cast.org

Principles

Guidelines	Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action & Expression
ACCESS	Options for welcoming interests & identities	Options for perceptions	Options for interaction
SUPPORT	Options for sustaining effort & persistence	Options for language & symbols	Options for expression & communication
EXECUTIVE FUNCTION	Options for emotional capacity	Options for building knowledge	Options for strategy development

Generative AI and UDL

- **Multiple Means of Representation, Action & Expression**
  - Content in various modalities (e.g., text, audio, video)
  - Choice in how students engage with content
  - Choice in how knowledge is demonstrated

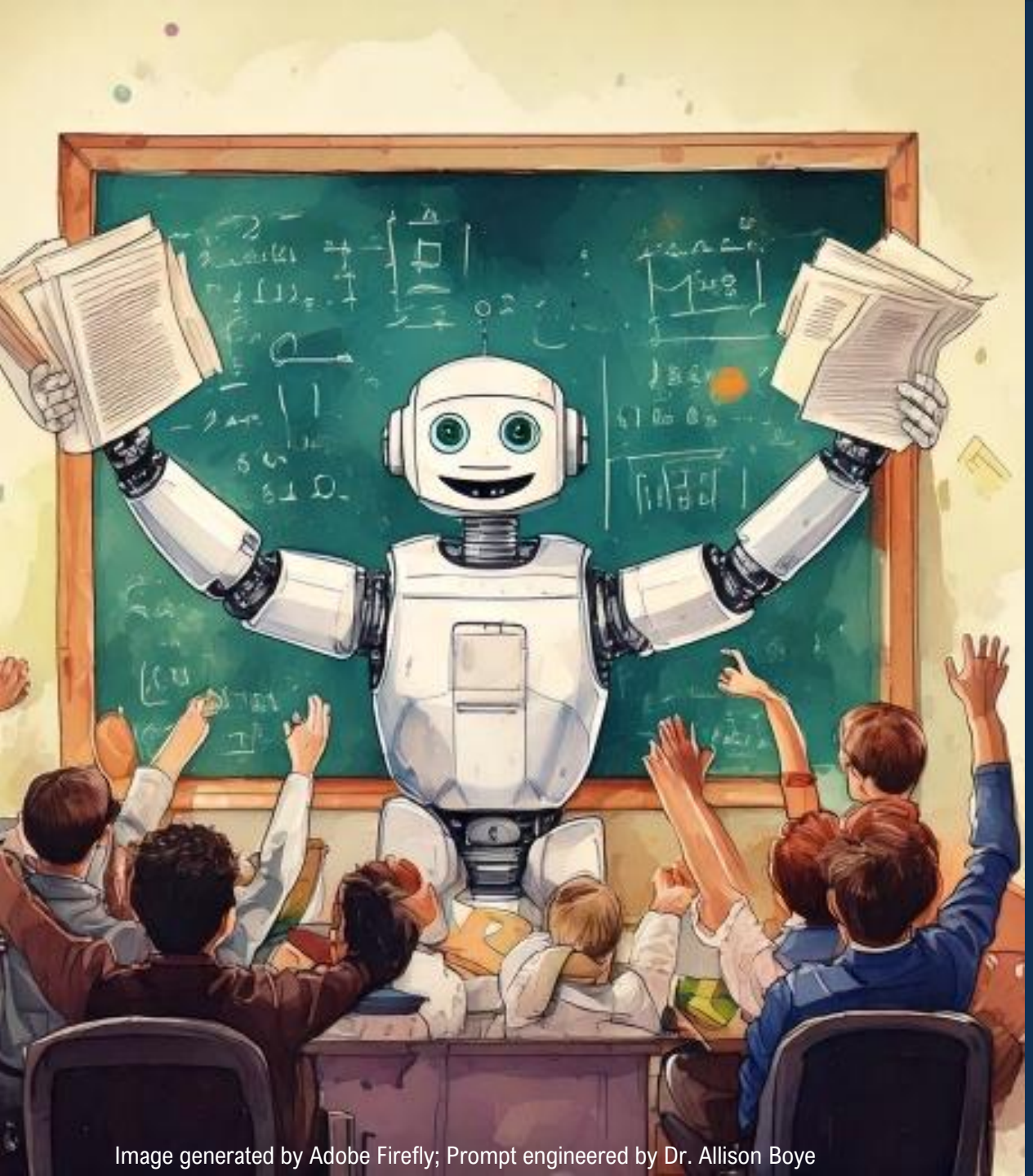


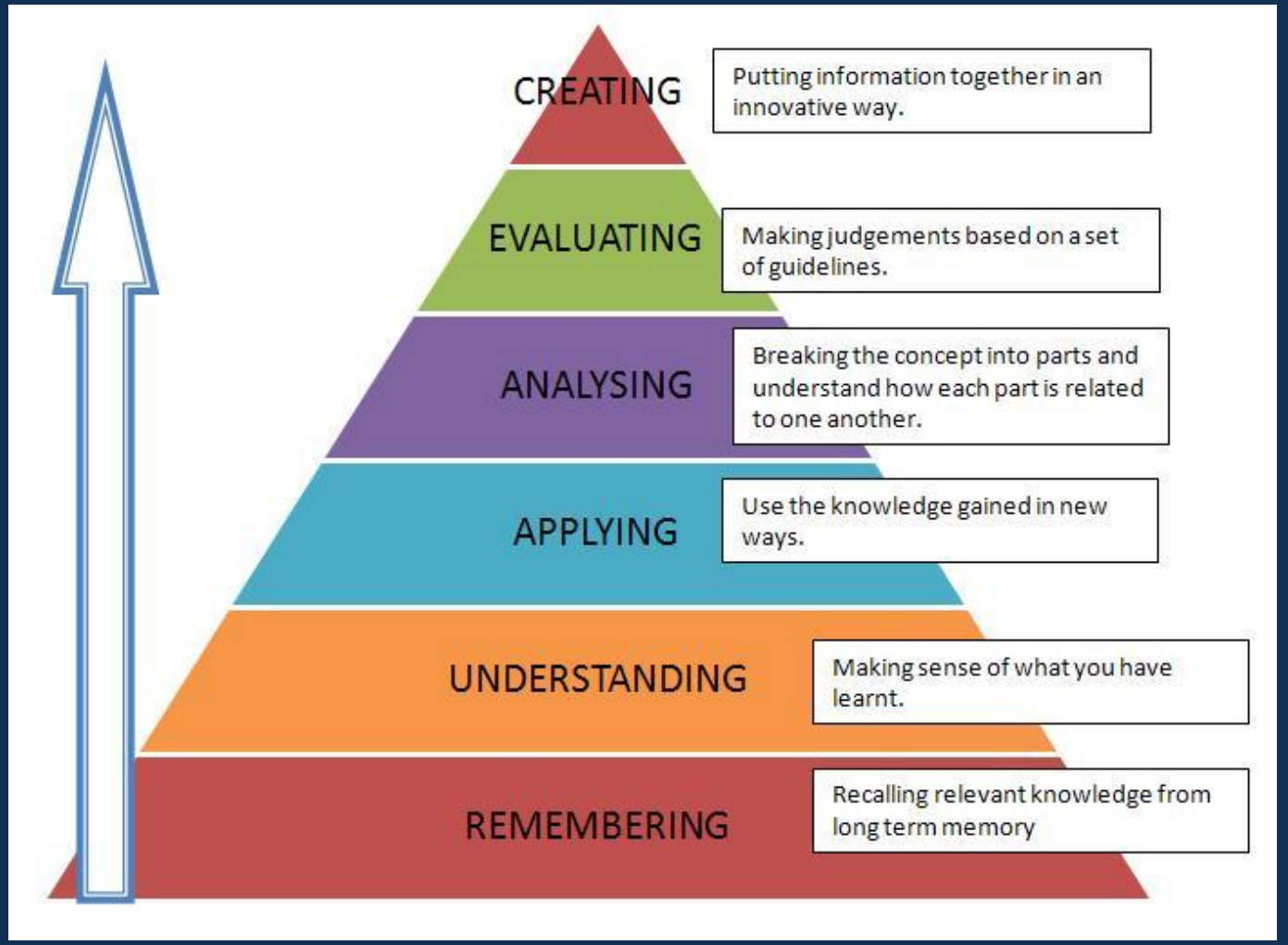
Image generated by Adobe Firefly; Prompt engineered by Dr. Allison Boye

Prompt Engineering for Teaching

- Provide detailed prompts that:
  - Align with learning outcomes
  - Tailor content for appropriate complexity/skill level
  - Include relevant student and course information
  - Consider incorporating specific principles of Bloom's Taxonomy
- Engage in an iterative prompting process
- Review and refine!
  - Accuracy
  - Bias
  - Appropriateness

Prompt Mad Libs

- A number between 2 & 5
- Level of Bloom's Taxonomy
- Something to learn ending in "-ing"
- School level/classification
- Discipline
- Adjective



Graphic by nist6dh, CC BY-SA 2.0

Now fill in the blanks!

Please generate (a NUMBER) different versions of an assignment in different modalities for different learning preferences. Each version should incorporate the (LEVEL of BLOOM'S TAXONOMY) and meet the learning objective of (SOMETHING TO LEARN). The course is a (CLASSIFICATION) college course in (DISCIPLINE). The students are (ADJECTIVE).

Test your prompt

Put your newly-completed prompt into the Generative AI LLM platform of your choice and see what happens!

- Microsoft Copilot: copilot.microsoft.com
- ChatGPT: chatgpt.com
- Claude: claude.ai
- Google Gemini: gemini.google.com



Image generated by Adobe Firefly; Prompt engineered by Dr. Allison Boye

Share out in the chat

- What did the AI tool generate from your prompt (serious OR funny)?
- What do you think about the AI output?
  - Is it something you could work with in your own classes?
  - What did it get right or wrong? What changes would you make?

Reflect

How do you think AI used in this way might improve teaching and learning?

Questions?

Contact information

- **Dr. Allison Boye**, LEEF Associate Director, GAIT Institute Leader: Allison.Boye@unt.edu

- **Tama Hebert**, LEEF Teaching and Learning Design Specialist, ENGAGE Program Facilitator: Tama.Hebert@unt.edu

Upcoming LEEF Designing Learning Workshops: Fall 2026

- **Sept. 30:** Be More Approachable with EASY DIY Canvas Studio Videos
- **Oct. 16:** Why Students Cheat & What We Can Do About It: Encouraging Ethical Learning Practices in the Age of AI
- **Oct. 26:** We Flipped Our Classrooms. Ask Us Anything: A Faculty Panel Discussion
- **Dec. 1:** Beyond the Prompt: Fostering Digital Literacy and Critical Thinking for Students around AI
- **ENGAGE: Active Learning Mini-Course**

****MARK YOUR CALENDARS: April 14**

Advanced AI Learning Expo