

AI Powered Course Design: Boosting Efficiency and Creativity

Artificial intelligence (AI) is revolutionizing the field of education, unlocking new possibilities for personalized learning, intelligent tutoring, and enhanced learning outcomes. This transformative technology holds immense potential to reshape the educational landscape.

 by Sarah Lewis



Purpose of the Presentation

Unlock AI's Potential

Explore how AI can revolutionize course design, making learning more personalized and engaging.

Chain Prompting Showcase

Demonstrate a step-by-step process for utilizing AI through chain prompting to create a comprehensive course.



Benefits of Chain Prompting in Course Design

Chain prompting offers numerous benefits for creating effective course content. By breaking down the design process into iterative steps, instructors can leverage the power of AI to **streamline content generation, ensure alignment with learning objectives, and personalize the learning experience** for each student.

Overview of Chain Prompting

Chain prompting is a powerful AI-driven approach to content generation. It involves a step-by-step process where each stage builds upon the previous, allowing for a comprehensive and cohesive outcome.

By leveraging AI's ability to understand context and generate targeted content, chain prompting enables efficient and scalable content creation for a variety of applications.





Course Design Process

Decide what you want students to know and/or do when they are done with course (objectives)

Give context (curriculum placement, course credits, number of modules, synchronous/asynchronous)

Give specialized instructions to LLM (standards, School/Department specialization area, etc)

Generate outline with aligned module objectives

Generative module content

Continuously review and modify each step



Introduction to SW

Needed Context

Timing Requirements

Course timing, including the number of credits, the number of instructional modules, and the direct instructional equivalencies within each module

Accreditation Standards

CSWE indicators of competencies and strategies for their alignment within curriculum

Curriculum

List of courses offered and the rationale for their placement in the matriculation process

Objectives

What students must know and or do when they leave the course

What AI/Faculty Co-Create

Scaffolding Content

Design the progression of course content to ensure that learning is built incrementally and logically.

Aligning Content with Learning Objectives and Assessments

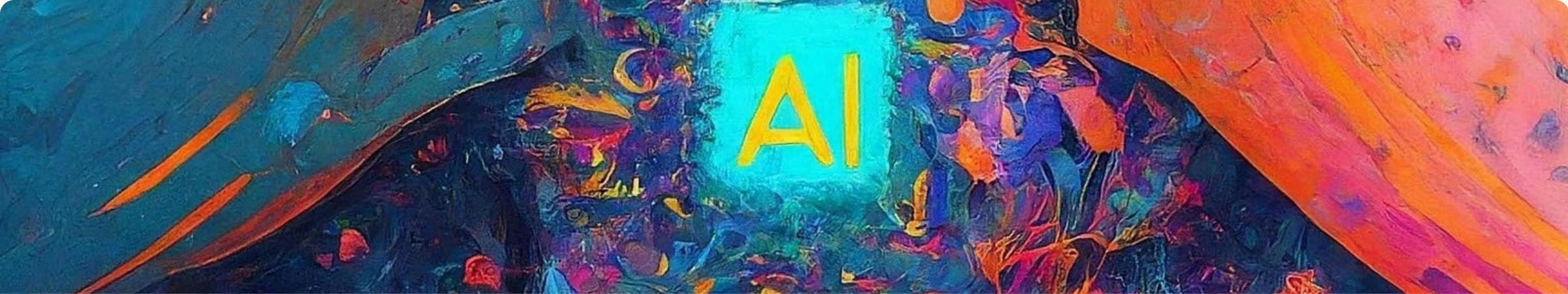
Course content is directly tied to the stated goals and objectives. By analyzing the alignment between learning materials, activities, and assessments, AI can identify any discrepancies or misalignments and suggest adjustments.

Optimizing Assessment Strategies

Assist in designing various types of assessments that cater to diverse learning styles and provide comprehensive coverage of all course objectives.

Learning Activities

Design a variety of learning activities within each module, such as videos, interactive simulations, and hands-on projects, to cater to different learning styles.



ChatGPT Personal Settings

Upload CSWE EPAS

Technology Standards

Direct Instructional Equivalences

Program course plans (avenues of matriculation)



Customized Instructions

Custom Instructions:

My name is Sarah; when formal, it's Dr. Sarah Lewis. I am a social worker and teach at the Barry University School of Social Work. I am an Associate Professor and the Director of the Center for Excellence in Teaching and Learning at Barry University (CETL). The area that I am currently most interested in is the use of generative AI in higher education, but I also have others that relate to social work.

How would you like ChatGPT to respond:

Please feel free to call me Sarah. I want detailed responses unless I tell you specifically to be brief. My communication style is formal but stated casually.

It would be great to hear your opinion, but please provide the assumptions underpinning your opinions. Give your opinion at the beginning of the response and explain how your opinion influences the rest of the answer you provide.

When you are responding to prompts about social work course building, and I ask you to align with standards, please consider the CSWE EPAS competencies and align the material with those competencies. When referencing technology and social work practice, align the information with the technology standards outlined by NASW, CSWE, ASWB and CSWA. Keep in mind best practices from Quality Matters when examining syllabi or course content.

Please do not use the word delve, and stay away from 'dive into' unless no other phrase fits.

Please feel free to ask follow-up questions for clarification.

After you have given me the answer in a semi-formal way, wrap it up after a line of separation and speak to me casually, sometimes throwing in a snarky remark (to be funny). This remark will be about the process or the subject - but will be directed to me, Sarah

When you are responding to prompts about social work course building, and I ask you to align with standards, please consider the CSWE EPAS and align the material with those competencies. When referencing technology and social work practice, align the information with the technology standards outlined by NASW, CSWE, ASWB and CSWA.





The Initial Prompt:

I want to create an online 3 credit course with 12 modules called: Introduction to Social Work. Each module has a 90 minute synchronous session and each module must have 3.5 direct instructional equivalencies. This is the first course that students take when they come into the field of social work, so they need to learn the basics about what social workers do, the history of social work and why it matters to know the history (driving what they do), social work values and ethics, and the national organizations (focusing on NASW and CSWE and what they do). It is also important that systems theory and person in environment are included and finally, it is an introduction to the rest of the curriculum – it lets them know why each course is taught, the basics of what they will learn, the horizontal and vertical integration of the curriculum, and how each course plays a part in them acquiring competency. The courses in the curriculum are: Introduction to social work, research I, practice I (very basic skills), practice II (beginning application of skills), human development with a focus on starting where the client with consideration of maturation, Neurobiology (considerations of how brain chemistry and development affect behaviors and emotions, etc) theories and models (how interventions are driven by perspective, and containers – methods, in order to most effectively use skills) Practice with individuals, practice with groups and more. The most important part, however, is fieldwork and how academics is integrated into 'hands on practice'. Please give me the best wording for this prompt. All I want you to do in your answer is to give me the best language for this prompt.



AI Enhanced Initial Prompt:

Course Design Prompt for "Introduction to Social Work"

Course Overview: This 3-credit, 12 module course is the introductory class for new students in the social work program. It should provide a comprehensive understanding of the social work profession, including its history, foundational values, and ethics. Emphasis should be placed on the importance of historical context in shaping current practices and the role of national organizations like NASW and CSWE.

Key Topics to Include:

1. **Role and Functions of Social Workers:** Introduce what social workers do and the diverse contexts in which they operate.
2. **History of Social Work:** Detail significant milestones and figures, highlighting why historical awareness is crucial for current practices.
3. **Social Work Values and Ethics:** Explore core ethical principles and the guidance provided by NASW and CSWE.
4. **Theoretical Frameworks:** Introduce systems theory and the person-in-environment concept.
5. **Curriculum Integration:** Explain how this course sets the stage for the rest of the curriculum, detailing both horizontal and vertical integration, and how it prepares students for competency acquisition.

Additional Course Components:

- **List of Subsequent Courses:** Include brief descriptions of Research I, Practice I, Practice II, Human Development, Neurobiology, Theories and Models, Practice with Individuals, and Practice with Groups.
- **Fieldwork:** Emphasize the integration of academic learning with hands-on practice, detailing how fieldwork is a critical component of the curriculum.

Purpose of the Course: To lay a foundational understanding of social work that informs students' future learning and professional practice, ensuring they appreciate the integrated structure of their educational journey.

Prompt:

I am designing the course "Introduction to Social Work" and from the following outline, I would like for you to come up with objectives for me. Please use Finks taxonomy to construct the objectives. Align the objectives with CSWE EPAS



Course Objectives

Alignment of Course Objectives with CSWE EPAS Competencies

Foundational Knowledge:

- **Objective:** *Students will identify and describe the primary roles and functions of social workers across various contexts.*
- **Objective:** *Students will outline key historical milestones in social work and recognize influential figures in the profession.*
 - **Aligned CSWE Competency 2:** Engage Diversity and Difference in Practice.
 - **Aligned CSWE Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities.

Application:

- **Objective:** *Apply ethical principles and values in hypothetical social work scenarios, referencing NASW and CSWE guidelines.*
- **Objective:** *Use systems theory and the person-in-environment framework to analyze case studies.*
 - **Aligned CSWE Competency 1:** Demonstrate Ethical and Professional Behavior.
 - **Aligned CSWE Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities.

Integration:

- **Objective:** *Connect the historical evolution of social work to current practices and societal needs.*
- **Objective:** *Integrate the theoretical frameworks discussed in this course with the practical approaches explored in subsequent courses.*
 - **Aligned CSWE Competency 5:** Engage in Policy Practice.
 - **Aligned CSWE Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Human Dimension:

- **Objective:** *Reflect on the personal and professional implications of social work ethics and values.*
- **Objective:** *Explore how personal values and biases can impact professional social work practice.*
 - **Aligned CSWE Competency 1:** Demonstrate Ethical and Professional Behavior.
 - **Aligned CSWE Competency 2:** Engage Diversity and Difference in Practice.

Caring:

- **Objective:** *Develop a sensitivity to the ethical dilemmas social workers face and cultivate a commitment to professional ethics.*
- **Objective:** *Foster a deep appreciation for the impact of social work on improving individual and community well-being.*
 - **Aligned CSWE Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice.
 - **Aligned CSWE Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities.

Learning How to Learn:

- **Objective:** *Students will formulate strategies for continuous learning and professional development in social work.*
- **Objective:** *Critically assess the role of fieldwork in applying theoretical knowledge in real-world settings.*
 - **Aligned CSWE Competency 4:** Engage In Practice-informed Research and Research-informed Practice.
 - **Aligned CSWE Competency 10:** Practice Evaluation and Research.



Prompt:

Upload Direct Instructional Equivalences

I've reviewed the document you uploaded, and I understand the guidelines for determining direct instructional equivalencies for your online course. The document outlines specific activities and their corresponding rates of equivalency, which are crucial for ensuring each module meets the required direct instruction time of 3.5 hours.

Here's a concise list of activities mentioned in the document that count as direct instructional equivalencies, along with their rates, which can be used to plan the instructional content of your course:

1. **Discussion Boards (Forums):**
 - Instructor-guided threaded discussions related to course objectives.
 - Rate: 0.5 hours per posting (if only reading is required), 1 hour per posting if replies to at least 5 others are needed.
2. **Chat Rooms for Class or Group Projects:**
 - Collaborative synchronous learning sessions led by the instructor.
 - Rate: 1 hour per chat session, 0.5 hours for reviewing chat log.
3. **Conference Calls:**
 - Synchronous collaborative learning opportunities led by the instructor.
 - Rate: 0.5 hours per 30-minute web conference.
4. **Case Studies, Simulations, and Problem-Based Learning:**
 - In-depth analysis requiring higher-order analytical skills related to course objectives.
 - Rate: 2 hours per case study analysis and posting.
5. **Guided Projects:**
 - Instructor-mediated activities with specific learning objectives.
 - Rate: 1 hour per week for the duration of the project.
6. **Web-Quest (Internet Research):**
 - Instructor-guided online research that enhances learning and addresses course outcomes.
 - Rate: 1 hour per in-depth posting.
7. **Group Projects:**
 - Collaborative tasks involving research, analysis, synthesis, and preparation.
 - Rate: 1 hour per week for the duration of the project.
8. **Library Research:**
 - Instructor-led scholarly research related to course objectives.
 - Rate: 1-2 hours per project/paper.
9. **Service-Learning:**
 - Community service integrated with academic study under faculty guidance.
 - Rate: 1 hour per week for project tasks.
10. **Experiential Learning Projects:**
 - Involvement in practical settings outside the standard classroom environment.
 - Rate: Up to 1 hour per week for project tasks.
11. **Field Trips or Tours (including virtual):**
 - Analyzing an activity and preparing a paper or presentation.
 - Rate: 1 hour per tour, additional if reflection paper is required.
12. **Lecture Activities (Written or Audio):**
 - Developing and sharing questions, comments, or observations.
 - Rate: 1 hour per lecture review and posting responses.
13. **Online Quizzes and Tests:**
 - Assessing subject knowledge and providing feedback.
 - Rate: 1 hour per test.
14. **Reflection Papers or Article Reviews:**
 - Applying learned concepts and relating practices to personal experiences.
 - Rate: 0.5-1 hour per posting.
15. **Student Presentations:**
 - Delivering presentations either synchronously or asynchronously.
 - Rate: 1-2 hours for creating and giving a presentation, 0.5-1 hour for answering questions and feedback.
16. **In-Class Instruction Presentations & Tests (Synchronous Lecture):**
 - Oral presentations via web-conference.
 - Rate: 1 hour per hour of web conference.
17. **Instructional CDs, PowerPoints, Videos (Asynchronous Lecture):**
 - Multimedia presentations for instructional delivery.
 - Rate: 1 hour per unit reviewed and response posted.

These equivalencies will be essential for structuring each module to ensure it meets the required instructional time while providing diverse, engaging, and effective learning experiences for your students.

Prompt:

Please give me an outline of each of the 12 modules. Remember 3.5 direct instructional equivalencies with a 90 minute synchronous session.

Module 1: Introduction to Social Work

- Overview of the course, expectations, and learning tools
- Definition and scope of social work
- Overview of NASW, CSWE, and their roles in social work education and practice

Module 2: Historical Foundations of Social Work

- Key figures and their contributions to social work
- Evolution of social work from charity to profession
- Discussion: Historical influences on current practices

Module 3: Core Values and Ethics in Social Work

- Introduction to the NASW Code of Ethics
- Key ethical principles and their application in practice
- Case studies illustrating ethical dilemmas

Module 4: The Role of Social Workers

- Different roles of social workers in various settings (healthcare, schools, community work)
- Skills and competencies required for effective social work
- Video interviews with practicing social workers

Module 5: Systems Theory in Social Work

- Overview of systems theory
- Application of systems theory in understanding individual and community issues
- Interactive simulation: Applying systems theory to case management

Module 6: Person-in-Environment Framework

- Understanding the person-in-environment (PIE) concept
- Tools for assessing clients' interactions with their environments
- Group activity: PIE analysis of virtual case studies

Module 7: Theoretical Frameworks in Social Work

- Overview of key social work theories (e.g., psychodynamic, humanistic, cognitive-behavioral)
- Application of theories to social work practice
- Discussion: Matching theories with client needs

Module 8: Preparing for Fieldwork

- Expectations and objectives of social work fieldwork
- Integrating theoretical knowledge with practical skills
- Preparing for common challenges in field placements

Module 9: Social Work with Individuals

- Techniques and strategies for individual assessment and intervention
- Role-playing exercises: Engaging clients in one-on-one settings
- Reflective journaling: Insights from role plays

Module 10: Social Work with Groups

- Dynamics of group work in social settings
- Facilitating and managing group sessions
- Collaborative project: Designing a group intervention plan

Module 11: Integration and Special Topics

- Integration of knowledge across the curriculum
- Current trends and challenges in social work (e.g., digital social work, global issues)
- Guest lecture via webinar

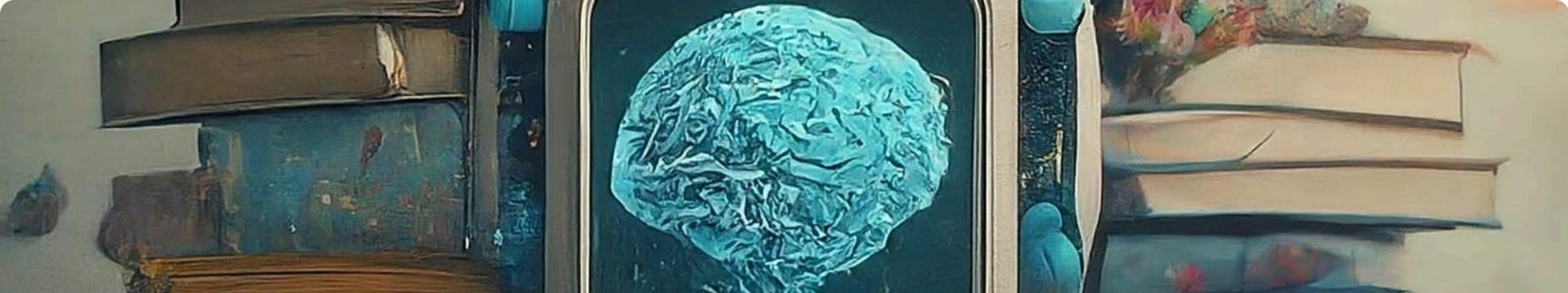
Module 12: Capstone and Reflection

- Review and integration of all course content
- Final project: Comprehensive case study analysis
- Reflection on learning and future directions in social work

Each module can be structured to include pre-recorded lectures, readings, interactive activities (such as forums and case simulations), and weekly seminars to discuss the content and engage deeper with the material. This outline should provide a cohesive flow that builds upon previous knowledge while preparing students for advanced topics and practical application in their fieldwork.



WHAT? Not quite right? We have to tell AI to fix it.
Be clear about what's wrong and what it is that
you want.



Prompt:

Please create a table that shows the objectives of the course aligned with the objectives of each module aligned with epas competencies

Course Objectives	Module	Module Objectives	Aligned CSWE Competencies
Provide a comprehensive understanding of the social work profession, including foundational knowledge of its history, ethics, and roles.	Module 1: Introduction to Social Work	Define social work and its roles across various contexts.	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
		Identify the roles and responsibilities of social workers.	Competency 2: Engage Diversity and Difference in Practice
Emphasize the importance of historical context in shaping current practices.	Module 2: Historical Foundations of Social Work	Outline key historical milestones in social work.	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
		Recognize influential figures in the profession.	Competency 2: Engage Diversity and Difference in Practice
Explore core ethical principles and guidance provided by NASW and CSWE.	Module 3: Social Work Values and Ethics	Describe core values of social work as outlined by the NASW.	Competency 1: Demonstrate Ethical and Professional Behavior
		Apply ethical principles to hypothetical scenarios.	Competency 1: Demonstrate Ethical and Professional Behavior
Introduce theoretical frameworks like systems theory and person-in-environment.	Module 4: The Role and Functions of Social Workers	Analyze skills and approaches needed across different contexts.	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
		Reflect on personal fit within these roles.	Competency 2: Engage Diversity and Difference in Practice
	Module 5: Theoretical Frameworks in Social Work	Explain and apply systems theory and the PIE concept.	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Emphasize the integration of academic learning with hands-on practice.	Module 6: Preparing for Fieldwork	Prepare for fieldwork with strategies for applying theoretical knowledge.	Competency 5: Engage in Policy Practice
		Develop an understanding of fieldwork expectations.	Competency 4: Engage In Practice-informed Research and Research-informed Practice

Prompt:

Okay... now we are going to put some meat on these bones! Let's start off with a solid description of the course

Course Title: Introduction to Social Work

Course Description:

Welcome to "Introduction to Social Work," a foundational course designed for students embarking on a journey into the field of social work. This three-credit, fully online course consists of 12 meticulously structured modules, each integrating theoretical knowledge with practical skills. Over the span of this course, students will gain a comprehensive understanding of the social work profession, its historical contexts, core values, and ethical standards, as well as the diverse roles and functions that social workers play in society.

Through engaging multimedia lectures, interactive discussions, and hands-on activities, students will explore:

- The evolution of social work from its historical roots to its modern-day practices.
- The ethical frameworks and professional standards set forth by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE).
- Theoretical frameworks crucial to effective practice, including systems theory and the person-in-environment (PIE) perspective.
- Practical applications of social work in various settings, including healthcare, education, and community welfare.

Each module features 3.5 hours of direct instruction through a blend of asynchronous and synchronous activities, including video lectures, guided readings, real-time webinars, and interactive case studies. A weekly 90-minute seminar provides a collaborative space for discussion, reflection, and integration of learning, ensuring that students not only absorb information but also apply their knowledge in practical, real-world scenarios.

This course aims to prepare students for further studies in social work and lay a robust foundation for their future roles as compassionate, ethical, and effective social workers. By the end of this course, students will have developed a deep understanding of the impact of social work on improving individual and community well-being and will be equipped with the analytical and reflective skills necessary to tackle the challenges of this dynamic profession.



Building the Course

Moving forward think about your words going directly to the students as this is going to be pasted in the course shell. As we are developing each of the modules I want you to parallel process - keeping in mind the objectives of the course, the alignment to the competencies and objectives of each module. Be sure to scaffold the material so the students can keep up even though there is a lot of work. In each module, give me an introduction for the module, objectives for the module and which course objective it is aligned with, seminar outline, discussion questions, and one activity. Give a variety of assignments during the course. The discussion questions encourage students to discuss with one another - let them know they can record their discussions with a small group instead of writing one if they choose. The recorded discussion has to be at least a .5 hour long and everyone in the group must participate. The recording would then have to be uploaded onto the discussion board. Finally, give me a conclusion for each module and what to expect in the following module

Module 1: Introduction to Social Work

Module 1: Introduction to Social Work

Introduction to the Module:

Welcome to your first step into the world of social work! This module will introduce you to the broad and impactful field of social work, outlining its scope, significance, and the foundational role it plays in society. You'll start to understand the diverse contexts in which social workers operate and how this profession adapts to meet the changing needs of individuals and communities.

Objectives:

1. Define social work and its objectives within various societal contexts.
2. Identify the roles and responsibilities of social workers.
3. Understand the importance of NASW and CSWE in shaping the education and practice standards of social work.

Aligned Course Objective: Provide a comprehensive understanding of the social work profession, its historical context, foundational values, and ethics.

Seminar Outline:

- **Introduction (15 mins):** Quick overview of the module and course structure.
- **Lecture and Q&A (45 mins):** Detailed discussion on the definition of social work, its importance, and the roles of NASW and CSWE.
- **Group Discussion (30 mins):** Share initial thoughts on what social work means to you and the impact you believe social workers have in society.

Discussion Questions:

1. What drew you to the field of social work? Discuss with your peers or consider recording a group discussion to explore diverse motivations within your cohort.
2. How do you perceive the role of a social worker in today's society? What are some of the challenges you think social workers face?

Activity: Reflection Journal

- **Task:** Write a one-page reflection on your current understanding of social work and its societal impact. Consider how your view might change as you progress through this course.
- **Purpose:** This activity helps you start to identify your preconceptions and expectations of the profession.

Module Conclusion:

Great start! You've taken your first steps into understanding what social work entails and the crucial roles social workers play across different settings. As you reflect on today's content, think about how your role as a future social worker might evolve. In the next module, we'll dive deeper into the history of social work, exploring key milestones and figures who have shaped this field.

What to Expect Next:

Module 2 will take you back in time to discover the roots of social work. You'll learn about significant milestones and individuals who have contributed to the profession's development. Prepare to connect historical developments with current practices!

Please Create a Table that Includes Module, Competency, Behavioral Indicator and Assessment Strategy:

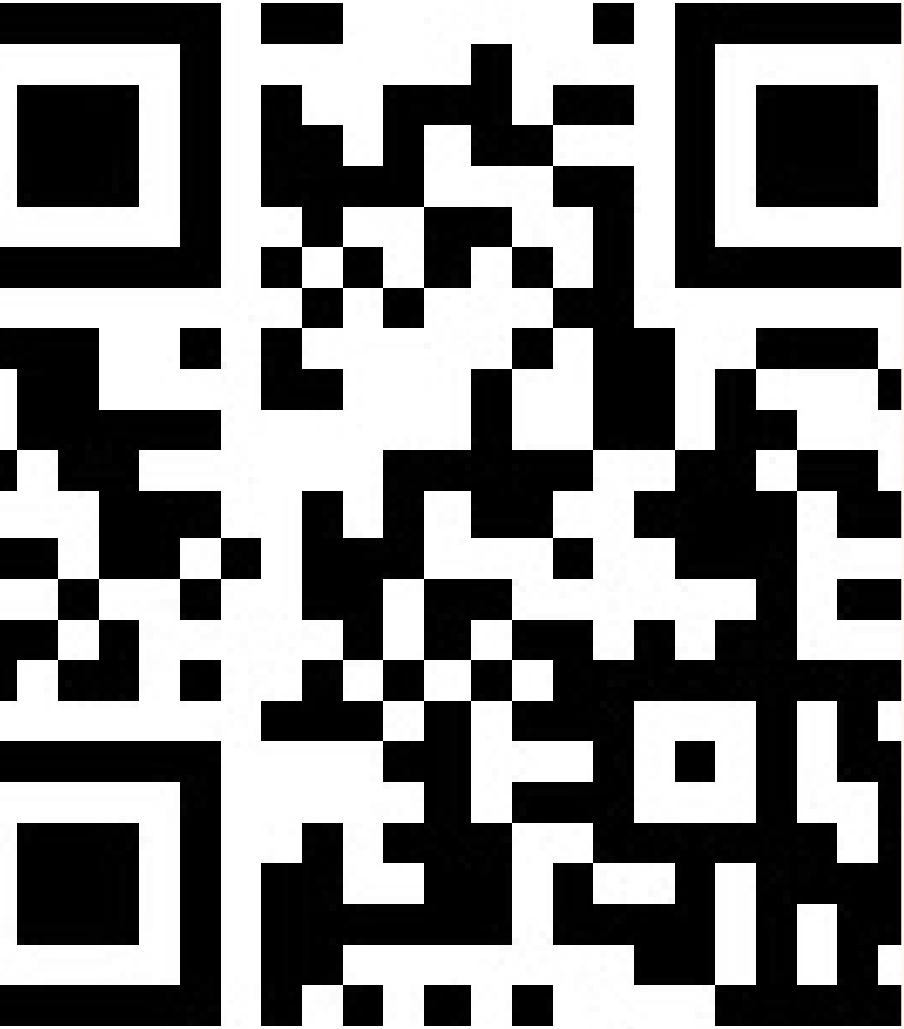
Updated Assessment Alignment with Behavioral Indicators of CSWE Competencies

Module	CSWE Competency	Behavioral Indicators	Course Assessments
Module 3	Competency 1: Demonstrate Ethical and Professional Behavior	- Make ethical decisions by applying the standards of the NASW Code of Ethics. - Manage personal values in a way that allows professional values to guide practice.	- Ethical Decision-Making Framework Activity: Students create and apply an ethical decision-making framework to hypothetical scenarios. - Reflective Journals: Students reflect on how personal values can influence professional practice and identify strategies for addressing this in practice.
Module 4	Competency 2: Engage Diversity and Difference in Practice	- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	- Discussion Board Reflections: Students discuss and analyze diverse case studies, demonstrating understanding of how diversity impacts social work practice. - Role-Playing Exercises: Simulations involving diverse client scenarios to assess students' ability to engage appropriately.
Module 6	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	- Group Projects and Presentations: Students work in groups to research and present on engagement strategies for various populations.
Module 5	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	- Collect, organize, and interpret client data. - Assess client strengths and limitations.	- Case Study Analysis: Students analyze provided case studies, identifying and interpreting client data and assessing strengths and limitations. Simulated Assessments: Role-play assessments where students gather and interpret client information during mock interviews.
Module 4	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	- Initiate actions to achieve organizational goals. - Implement prevention interventions that enhance client capacities.	- Intervention Plans: Students develop and present intervention plans based on case study analyses. Fieldwork Evaluations: Students are evaluated on their ability to implement interventions during their fieldwork placements.
Module 5	Competency 4: Engage In Practice-informed Research and Research-informed Practice	- Use practice experience to inform scientific inquiry. - Use research evidence to inform practice.	- Research Projects: Students conduct research projects that require them to integrate practice experience with academic research. Online Quizzes and Tests: Assessments on research methods and their application in practice settings.



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What? You want more?

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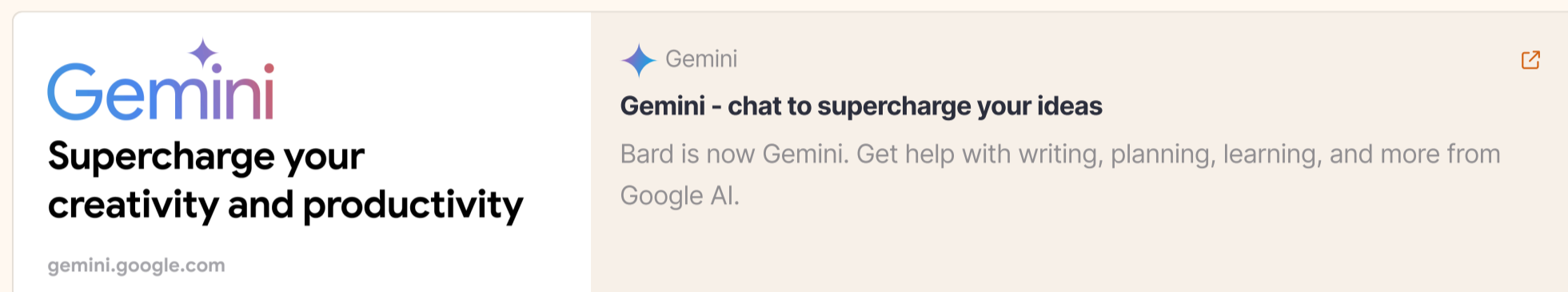
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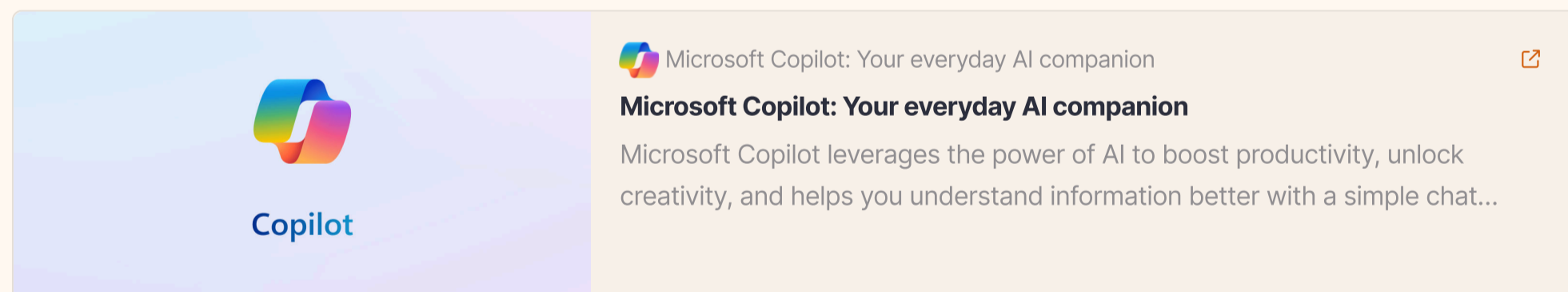
Bard is now Gemini. Get help with writing, planning, learning, and more from Google AI.



Claude 3

BY ANTHROPIC

AI Claude

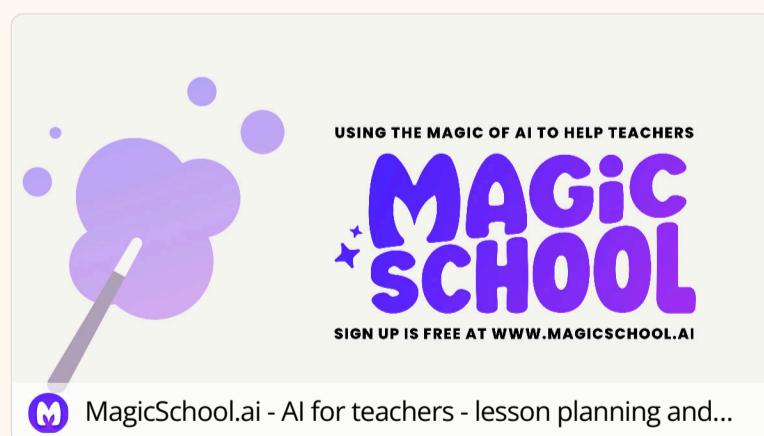


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Microsoft Copilot: Your everyday AI companion

Microsoft Copilot: Your everyday AI companion

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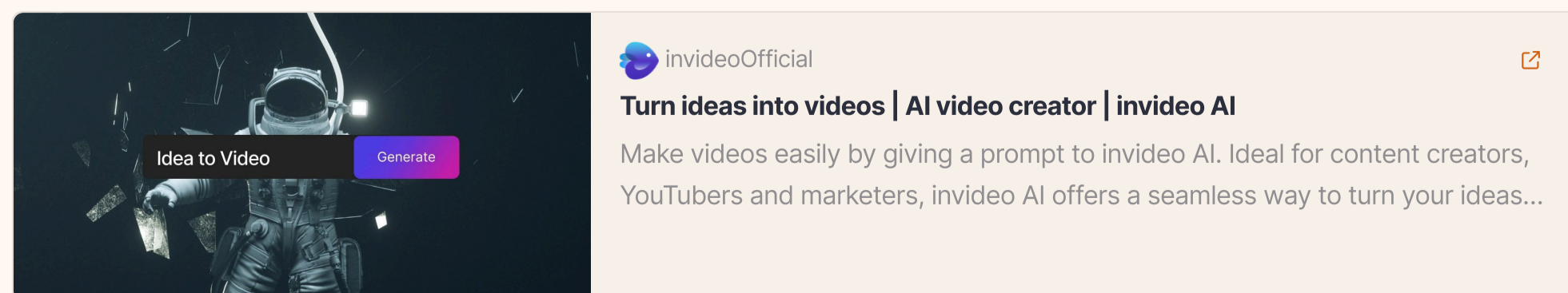


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