

EME 6208 Interactive Media

Multimedia Project Proposal (Captivate and Website)

**Basic Information**

“Integrating AI Tools Into Lesson Planning and Assessment”

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6/17/25

Problem, Need, or Opportunity

**Take Back to Your Job**

Generative AI is not leaving the chat anytime soon. In fact, it will only become more integrated into every facet of our lives. As educators, we have all seen students use AI in some way with their coursework, both effectively and ineffectively. We have all also seen a colleague use AI in both ways as well. This tutorial will help high school teachers understand how to responsibly teach and use AI tools, such as ChatGPT, Copilot, and Gemini, to streamline lesson design, differentiate instruction, brainstorm creative assignment ideas and support formative assessments.

**Who Should Attend**

This tutorial is for educators at all levels, K-12, postsecondary, and corporate. It is especially designed for educators who use digital delivery tools and learning management systems such as Canvas or Blackboard. It can be very useful for first year teachers, who are spending the lion's share of their time learning the ropes and could use assistance in setting up digital class pages, assignments, and assessments. This tutorial can also be effective for administrators seeking to diversify the way they support their staff, instructional and non-instructional alike.

**Issues This Tutorial will alleviate**

As the rate at which students use generative AI in their learning increased, so much instructor education on how to effectively both embrace and combat what is effective and ineffective about this usage. Teachers must become comfortable with recognizing misuse and utilizing it for increased efficiency. It is no longer practical to abstain from interacting

with AI or ignore opportunities to use it to generate more effective assessments and methods of grading or identifying how to assess higher-order thinking.

### **Why Multimedia**

Multimedia design allows the learner to have an experience with the content that is self-paced, interactive, and in some ways adaptive (digital notepads, advancement in course dependent on mastery of content). Through engaging with multimedia content delivery learners will:

- Interact with real world technology
- Have the ability to collaborate
- Experience multimedia potential for the potential use in the future
- Work at their own pace

### **Target Audience**

- New and veteran instructional staff
- Noninstructional staff
- Administrators (district staff, principals, area superintendents)
- Evaluators
- Students
- IT Personnel (for the purpose of understanding the content delivery tools, help with troubleshooting and experiencing what the creators and learners experience)

### **Learner's Needs**

- Short videos (45 seconds to 2 minutes)
- List of resources that extend beyond the course
- Clear outline of content
- Real world examples
- Checks for understanding
- Opportunities for autonomy and to incorporate personal experiences
- Connections to modern technology use
- Technical support

### **Limitations**

- The content will be delivered in English
- Access to a laptop, desktop, smartphone or tablet
- Ability to listen to audio

### **Overall site schematic**

This tutorial on different ways to effectively incorporate AI into lesson planning and assessments will be informative and engaging but simple and easily accessible and digestible by most. Accessibility, completion in a reasonable time and applicability to real world scenarios is key for this experience. Colors will be streamlined, text will not be dense, items will be in list form and easily parsed apart for better understanding.