

WP3: AI-Enhanced Learning Design for Educators MOOC Curriculum

D3.1 MOOC Curriculum

Project Title Project: Empowering Teachers with AI for Engaging and Inclusive Learning Design

Acronym Project: AI4Teach

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1. Scope and Target Audience

This document presents the detailed curriculum design for the Massive Open Online Course (MOOC) developed under Work Package 3 (WP3): AI for Learning Design Training Program Development.

Ultimate Goal: To equip in-service educators, teacher trainers, and educational technologists with the foundational knowledge and practical competencies necessary to integrate Generative AI tools strategically, ethically, and effectively into their learning design for personalized and inclusive education.

Detail	Specification
Title	AI-Enhanced Learning Design for Educators: A Practical MOOC
Duration	4 Modules –25 hours total learning time
Format	Self-paced with required weekly milestone activities and peer review.
Target Audience	In-service K-12 and Vocational educators, teacher trainers, educational technologists, and postgraduate students.

2. Curriculum Design Rationale: Philosophical Pillars

The curriculum is grounded in three philosophical pillars that ensure pedagogical soundness, practical relevance, and institutional compliance, reflecting the unique needs of European educators in the age of Generative AI.

The curriculum follows a deliberate narrative arc: from understanding what Generative AI is (Module 1), to learning how to communicate with it pedagogically (Module 2), to integrating it into real instructional workflows (Module 3), and finally to redesigning assessment and professional identity in an AI-rich educational ecosystem (Module 4).

Pillar 1: The Pedagogical Anchor (Pedagogy-First Approach)

The MOOC uses AI to **amplify** established best practices, not replace them.

- **Theories Applied:** We integrate principles from **Personalized Learning** and **Differentiated Instruction**. The MOOC's design leverages AI capabilities to perform core, high-value tasks that typically strain teacher time, while the MOOC structure itself supports **Guided Self-Paced Learning** (Adult Learning Principle) via:

- **Flexible Pacing:** Allowing participants to move through content at a speed appropriate to their existing AI literacy and technical comfort.
- **Scaffolding:** Using AI as a cognitive partner to automatically adjust content complexity and provide structured support (e.g., simplified texts, step-by-step guidance) based on learner readiness.
- **Universal Access:** Applying AI to ensure flexibility in instructional design (UDL principle) by generating multiple means of **Representation** and **Action/Expression** for diverse student needs.
- **Focus:** The course frames the teacher's role as shifting from content generator to **curator, prompt engineer, and orchestrator** of personalized learning experiences.

Pillar 2: The Practical Competency Focus

The MOOC is structured around a clear progression of skills designed to ensure immediate **application and transferability** into the educator's professional practice.

- **Systematic Skill Development:** The curriculum follows a structured pathway, beginning with tool-agnostic skills (**Prompt Engineering** in M2) and progressing to scenario-based implementation (Tool Comparison and Workflow Integration in M3, Assessment Redesign in M4).
- **Transferability over Tool Focus:** Emphasis is placed on mastering the foundational principles of **Prompt Engineering** (using frameworks like PREP) and **Quality Assurance** (using the QAF). This approach ensures that participants' expertise remains relevant and transferable across various LLMs and specialized AI tools (e.g., Magic School AI, Eduaide.AI), rather than being limited to a single platform.
- **Practice-Based Learning:** Every module requires a hands-on application, reinforcing the connection between technology literacy, sound pedagogical choices, and specific content goals

Pillar 3: The European Regulatory Context

Unlike generic technical courses, this curriculum positions ethical and legal considerations as foundational, ensuring responsible adoption.

- **Ethical-First: Responsible use, bias mitigation, and equitable access** are addressed in every module.

- **Legal Compliance:** Explicit content covers compliance with the **General Data Protection Regulation (GDPR)** regarding student data, and principles derived from the **EU AI Act** (e.g., data privacy and accountability).

3. Learning Objectives (LOs)

By the end of this MOOC, participants will be able to:

LO ID	Learning Objective	Primary Module
LO1	Analyze the theoretical foundations of Generative AI in education and critically evaluate its pedagogical implications for lesson planning and assessment design.	M1
LO2	Master systematic prompt engineering techniques to optimize AI tool outputs for specific educational contexts, quality, and tone.	M2
LO3	Utilize AI lesson planning tools effectively to create standards-aligned, differentiated learning experiences that meet diverse student needs (UDL).	M3
LO4	Design authentic assessment strategies that leverage AI for efficient creation and feedback while maintaining academic integrity and pedagogical validity.	M4
LO5	Evaluate and address ethical challenges of AI integration, including bias, data privacy (GDPR), transparency, and equitable access, within European legal frameworks.	M1, M4
LO6	Integrate AI systematically by creating a personal framework for sustainable adoption and continuous professional growth in teaching practice.	M4
LO7	Systematically evaluate digital lesson quality using TripleE and SAMR rubrics; Identify discrepancies between novice and expert pedagogical interpretations; Determine actionable improvements for AI-generated lesson plans.	M3 & End point Assessment

4. Module Structure and Content

The curriculum is delivered over four weeks, with content modules and associated activities focusing on hands-on application.

Module 1: Foundations of AI in Learning Design (Week 1, 5–6 hours)

This module establishes the ethical and theoretical context for AI adoption, focusing on understanding the technology and its alignment with established pedagogical theories.

Content & Core Concepts	Associated LOsh
Technological Foundations: Definition of AI vs. Generative AI (LLMs), Overview of platforms (ChatGPT, Claude, Gemini).	LO1
Pedagogical Alignment: Exploration of how AI augments Constructivism, Personalized Learning, and UDL (providing multiple means of Representation, Engagement, and Action/Expression).	LO1
Legal & Ethical Frameworks: Understanding GDPR compliance and data privacy, analysis of the EU AI Act principles (fairness, accountability).	LO5
Activity: Hands-on platform exploration and a Critical Analysis Exercise to predict the provenance (human vs. AI) of different lesson plans, fostering pedagogical discernment.	LO1, LO5

Module 2: Mastering Prompt Engineering for Differentiation (Week 2, 6–7 hours)

This module provides the necessary shift from vague requests to structured, actionable commands using systematic prompt design principles.

Content & Core Concepts	Associated LOs
Systematic Prompt Design: Introduction to the PREP Framework (Prompt, Role, Explicit, Parameters) for effective educational prompting.	LO2
Iterative Refinement: Techniques for analyzing initial AI outputs, identifying gaps (accuracy, bias, lack of specificity), and refining the prompt to meet specific quality criteria.	LO2
Practical Application & Templating: Using structured prompts to generate ready-to-use content, including tiered reading passages, scaffolding checklists, and assessment rubrics.	LO3
Activity (in case of instructor-led MOOC): Hands-On Prompt Workshop where participants iteratively refine prompts using platforms like Magic School AI and Eduaide.AI to achieve high-quality, differentiated output.	LO2, LO3

Module 3: AI-Assisted Lesson Planning & Quality Assurance (Week 3, 6–7 hours)

This module focuses on the practical application of AI tools within the teaching workflow, emphasizing strategic selection and systematic quality control. Building directly on the prompt engineering competencies developed in Module 2, this module shifts the focus from individual prompts to full instructional workflows and tool ecosystems.

Content & Core Concepts	Associated LOs
The AI Tool Landscape: Comparative analysis of leading platforms (e.g., Magic School AI, LessonPlan.ai, Brisk Teaching, Redmenta), guiding the strategic selection of the right tool for the right job.	LO3
Quality Assurance Framework (QAF): Establishment of a systematic 5-dimension rubric to evaluate AI-generated content (Alignment/Accuracy, Pedagogical Soundness, Engagement/Relevance, Differentiation, Assessment Quality).	LO3
Workflow Integration & Professional Identity: Strategies for adopting tools and addressing the critical tension between efficiency and professional deskilling (teacher's role shifts to curation and orchestration).	LO3
Activity: Hands-on creation of a complete, authentic lesson sequence for a real class topic, documenting ease of use and initial output quality against the QAF.	LO3

Module 4: Assessment Redesign and Ethical Integration (Week 4, 6–7 hours)

The final module synthesizes learning by focusing on the critical challenges of academic integrity and building a sustainable, ethical integration practice. Module 4 functions as the capstone module of the MOOC, challenging participants to rethink assessment, academic integrity, and professional identity in light of Generative AI.

Content & Core Concepts	Associated LOs
Assessment Redesign Strategies: Implementing five strategies to design authentic assessments that AI cannot replicate: Process Documentation, Contextual Embedding, Live Performance, Metacognitive Reflection, and Critical AI Analysis.	LO4

Academic Integrity Policy: Shifting from detection to a design-based approach; establishing a Transparency Protocol (Prohibited, Permitted, Required, Optional use policies).	LO4, LO5
Equity and Systematic Integration: Evaluating the risk of exacerbating the digital divide and creating a personal framework for sustainable AI adoption (continuous professional growth).	LO5, LO6

5. End-Point Assessment: Comprehensive Portfolio Project

The MOOC culminates in a comprehensive portfolio project designed to demonstrate mastery across all learning objectives (LO1-LO7).

Two options:

1. In case this MOOC is instructor-led, we can apply the following portfolio-based assessment method.

Weighting: 100% (Submitted by end of Week 4)

Component	Weight	Description	Associated LOs
AI-Enhanced Lesson Sequence	50%	Create a complete, differentiated one-lesson plan (3-5 units) using AI tools, including a detailed rationale for tool selection, prompt strategies used (PREP), and human refinements made (QAF). Systematically evaluate the digital lesson quality using TripleE and SAMR criteria.	LO2, LO3
Assessment Design Innovation	40%	Integrate an "AI-aware" authentic assessment into the lesson plan (M4 strategies), complete with an explicit AI use policy and rubric.	LO4, LO5
Critical Reflection Essay	10%	A critical analysis of the learning journey, identifying transformed perspectives on AI in education, specific ethical challenges encountered, and a concrete next-steps framework for sustainable professional practice.	LO1, LO5, LO6

2. In case this is a self-paced MOOC (without the presence of a tutor), we can apply the following end point assessment method.

Assignment Overview: Comparative Reflection on AI-Assisted Learning Scenarios

The goal of this task is to sharpen teachers’/participants’ professional judgment.

Phase 1: Assessing the quality of a ready-made AI-generated lesson plan

They will evaluate an AI-generated lesson plan using the **TripleE** and **SAMR** frameworks that had been presented in Module 3 and then immediately compare your findings with an **Expert Designer’s Analysis**. The focus is not on their final "score," but on the "why" behind your interpretations. So participants will be called to analyze one provided AI-assisted scenario along the various dimensions/criteria and fill in an online questionnaire:

Dimension	Criteria
Engagement	Time-on-task, Co-use, Goal Alignment
Enhancement	Added value, Scaffolding, Differentiation
Extension	Authentic tasks, 24/7 learning, Soft skills
SAMR Level	S / A / M / R

Phase 2: Reflection & Comparison (The "Reality Check")

Once the questionnaire is submitted, participants can see the **Expert Designer’s Analysis**. They should spend time on reflecting two main points:

1. **The Convergence Point:** Identify one specific criterion where you and the expert gave the exact same score. What evidence in the lesson plan made this "obvious" to both of you?
2. **The Divergence Point:** Identify a criterion where your scores differed (e.g., you saw "Modification" , but the expert saw "Augmentation"). Looking at the expert’s reasoning, what nuance did you miss, or what did you interpret differently?

Appendix. Summary of Modules Descriptions

Module 1: Foundations of AI in Learning Design

Key Learning Outcomes

Upon successful completion of this module, educators will be able to:

- **LO1 Analyze the theoretical foundations** of Generative AI in education and **critically evaluate** its pedagogical implications for lesson planning and assessment design.
- **LO5 Evaluate and address ethical challenges** of AI integration, including bias, privacy, transparency, and equitable access, within European legal frameworks.

Content and Core Concepts

This module provides a comprehensive introduction across four key areas:

1. Technological Foundations:

- **Core Concepts:** Definition of AI, distinguishing between traditional software and **Generative AI** (LLMs).
- **Platform Overview:** Introduction to major models used in education (**ChatGPT, Claude, Gemini**), highlighting their unique strengths (e.g., conversational speed, complex analysis, multilingual capability, or ecosystem integration).

2. Pedagogical Alignment:

- Exploration of how AI capabilities can **augment** established educational theories, specifically:
 - **Constructivism:** Using AI as a cognitive partner for **scaffolding** and knowledge construction (e.g., Vygotsky's Zone of Proximal Development).
 - **Personalized Learning:** Leveraging AI for **differentiation** and tailoring content based on readiness.
 - **Universal Design for Learning (UDL):** Applying AI to provide multiple means of **Representation** (formats), **Engagement** (interest), and **Action/Expression** (assessment options).

3. Research and Critical Practice:

- Review of current research on **AI effectiveness** in lesson planning and assessment design, focusing on:
 - Documented benefits (e.g., significant **time savings** and content generation).
 - Critical limitations (e.g., outputs being **generic, uninspiring, or lacking cultural nuance**), reinforcing the need for the **human-in-the-loop** approach.

4. Legal and Ethical Frameworks (EU Context):

- Understanding compliance requirements, specifically the **General Data Protection Regulation (GDPR)** regarding the use of student data.
- Analysis of the **EU AI Act**, particularly the classification of educational systems as **"high-risk"** and the resulting requirements for fairness, transparency, and accountability.

Activities and Assessment

The module emphasizes active learning and critical discernment skills through key activities:

Activity	Goal/Assessment Type
Hands-on Platform Exploration (Activity 1)	Formative: Practical use of two platforms (ChatGPT + Claude/Gemini) to compare output style, iterative capacity, and utility for lesson components.
Critical Analysis Exercise (Activity 2)	Formative/LO1 Assessment: Use a rubric to critically analyze and predict the provenance (human vs. AI) of two different lesson plans for the same objective, fostering pedagogical discernment.
Ethical Scenarios Discussion (Activity 3)	Formative/LO5 Assessment: Asynchronous discussion of real-world dilemmas (e.g., data privacy, academic integrity, bias), requiring participants to apply GDPR and EU AI Act principles.
Individual Reflection (Reflection Question)	Summative (Self-Assessment): Written reflection on how AI tools enhance and challenge personal pedagogical beliefs and practices, aligning professional values with technological adoption.

This module ensures participants are not just familiar with the tools, but are equipped to be **critical, ethical, and informed** adopters of AI in their professional learning design practice.

Important note: In the case of self-paced MOOC, only formative assessment quizzes are given to the learners. Other activities are suggested for self practice

Module 2: Mastering Prompt Engineering for Education

Key Learning Outcomes

Upon successful completion of this module, educators will be able to:

- **LO2 Master Prompt Engineering:** Apply systematic prompt engineering techniques to optimize AI tool outputs for educational contexts.
- **LO3 Utilize AI Lesson Planning Tools:** Effectively use AI-assisted lesson planning platforms to create standards-aligned, differentiated learning experiences.

Content and Core Concepts

This module addresses the necessary shift from vague requests to structured, actionable commands:

1. Systematic Prompt Design (LO2)

- **The Problem:** Understanding the "Vague Vicious Cycle"—generic prompts lead to generic, unusable content that requires heavy editing.
- **Core Principles:** Introduction to the principles of effective educational prompt design, emphasizing:
 - **Role Definition:** Instructing AI to "Act as an experienced 7th-grade science teacher" to activate specific expertise and tone.
 - **Context/Specificity:** Providing essential background, including grade level, student characteristics, and curriculum standards.
 - **Output Formatting:** Specifying exactly how results should be structured (e.g., table format, detailed lesson plan, separate rubric).
- **Iterative Refinement:** Techniques for systematically analyzing initial AI outputs, identifying gaps (accuracy, bias, lack of specificity), and refining the prompt until the desired educational quality is achieved.

2. Practical Application & Templating (LO3)

- **The PREP Framework:** Application of a simple, actionable framework to transform requests into powerful outputs.
- **Educational Templates:** Using structured prompts to generate ready-to-use content across different needs:
 - **Lesson Planning:** Generating comprehensive plans aligned to specific standards (e.g., Common Core, NGSS).
 - **Differentiation:** Creating tiered reading passages, varied question complexity, and scaffolding checklists for diverse learners.
 - **Resource Creation:** Generating high-quality assessment rubrics, discussion questions, and practice materials.

- **Tool-Specific Prompting:** Understanding that platforms like **Magic School AI** and **Eduaide.AI** respond best to prompts that incorporate pedagogical terminology and explicit alignment to learning theories.

3. Quality and Sustainability (LO2 & LO3)

- **Quality Evaluation Criteria:** Establishing a rubric for evaluating AI-generated content based on pedagogical soundness, standards alignment, age-appropriateness, and cultural sensitivity.
- **Expertise Maintenance:** Recognizing that effective prompting enhances, rather than replaces, professional judgment.
- **Personal Prompt Library:** Encouraging participants to build a systematic library of successful, refined prompts to ensure consistency and long-term time savings.

Activities and Assessment

Activity	Goal/Assessment Type
Hands-On Prompt Workshop	Formative/LO2 Assessment: Participants engage in practical workshops using Magic School AI and Eduaide.AI , applying the PREP framework, and iteratively refining prompts to achieve high-quality, differentiated output.
Prompt Template Creation	Formative/LO3 Assessment: Creation of 3-5 high-quality, standards-aligned prompt templates (e.g., for Tiered Reading, Rubric Generation, or UDL) that they can use immediately in their practice.
Individual Reflection	Summative (Self-Assessment): Reflection on the most effective prompting strategies for the participant's unique teaching context and how they will ensure AI output aligns with their core pedagogical goals.

Important note: In the case of self-paced MOOC, only formative assessment quizzes are given to the learners. Other activities are suggested for self practice

Module 3: AI-Assisted Lesson Planning in Practice

Key Learning Outcomes

Upon successful completion of this module, educators will be able to:

- **LO3 Utilize AI Lesson Planning Tools:** Effectively use AI-assisted platforms to create standards-aligned, differentiated learning experiences.
- **LO4 Design AI-Enhanced Assessment:** Develop authentic assessment strategies that leverage AI while maintaining academic integrity and pedagogical validity.

Content and Core Concepts

This module addresses the practical implementation of AI across three key areas:

1. The AI Tool Landscape & Comparison

- **Platform Deep Dive:** Exploration of five distinct platforms representing different approaches: **MagicSchool AI** (comprehensive tool suite, strong differentiation), **LessonPlan.ai** (streamlined simplicity, speed), **Eduaide.AI** (supports diverse pedagogical frameworks like UbD and 5E), **Brisk Teaching** (seamless integration via Chrome/Edge extension, excellent for Google users/feedback), and **Redmenta** (full-cycle platform with competency tracking, strong GDPR focus)
- **Strategic Selection:** Guidance on matching platform strengths to specific teaching needs and the use of a **hybrid approach** (using multiple tools strategically).

2. Workflow and Quality Assurance

- **Workflow Integration:** Strategies for successful adoption, including identifying **planning bottlenecks** (e.g., differentiation, feedback volume) and matching tools to those needs, and the principle of **starting small and scaling** gradually.
- **Quality Assurance Framework (QAF):** Establishment of systematic **review protocols** using a 5-dimension rubric to evaluate AI output quality before implementation¹⁶:
 1. **Alignment and Accuracy** (standards match).
 2. **Pedagogical Soundness** (instructional design).
 3. **Engagement and Relevance** (cultural context).
 4. **Differentiation and Accessibility** (UDL/scaffolding).
 5. **Assessment Quality** (validity and cognitive level, directly addressing LO4).

- **Accessibility Audit:** Practical review steps to audit AI-generated materials for accessibility gaps (e.g., missing alt text, unclear instructions) and ensure UDL alignment.

3. Expertise and Professional Identity

- **Differentiation Deep Dive:** Moving beyond simple reading level adjustment to prompting for **Content, Process, Product, and Environment** differentiation.
- **Maintaining Expertise:** Addressing the critical tension between efficiency and **professional deskill**. The module defines the **evolving role of teacher expertise** as shifting from materials generation to **curating, adapting, and orchestrating** the learning experience.
- **Strategic Variation:** Best practices for when to use AI (routine tasks, differentiation, burnout prevention) versus when to plan **independently** (first-time topics, signature lessons).

4. Evaluating Learning Scenarios – The Triple E and SAMR Frameworks

This part of the module addresses the critical need for reliable evaluation frameworks in the era of Generative AI, where educational materials can be created rapidly. It emphasizes a "pedagogy-first" approach, ensuring that digital interventions and AI-generated activities offer real added value and promote deep conceptual understanding, rather than merely repackaging traditional methods in a digital format. The curriculum provides a holistic evaluation strategy to check the quality of technology-enhanced lesson plans by combining two foundational models: Triple E and SAMR. The module concludes by demonstrating how to use both the Triple E and SAMR frameworks in tandem for self-assessment and lesson planning. Core Topics Covered:

- **The Triple E Framework.** Developed by Liz Kolb, this research-based rubric evaluates whether technology effectively serves the overarching learning objectives ("learning first, technology second").
- **The SAMR Model.** Developed by Dr. Ruben Puentedura, this hierarchical model categorizes the depth of technology integration, moving from basic enhancements to radical transformations of the learning experience.
- Learners will understand how to cross-reference these models—for example, recognizing that a lesson might reach the highest tier of "Redefinition" in the SAMR model, yet still lack meaningful "Engagement" under the Triple E framework—to guarantee high-quality educational experiences.

Activities and Assessment

Activity	Goal/Assessment Type
Hands-On Platform Exploration (Activity 1)	Formative/LO3 Assessment: Using 2-3 platforms to generate a complete, authentic lesson sequence for

	a real class topic, documenting ease of use and initial output quality against the QAF.
Individual Reflection (in case of instructor-led MOOC)	Summative (Self-Assessment): Written reflection (400-500 words) on " How can you maintain your pedagogical expertise and creativity while leveraging AI efficiency? ", applying concepts of strategic variation and professional identity.
QAF Application (in case of instructor-led MOOC)	Embedded Formative: Ongoing application of the Quality Assurance Framework rubric to all generated lesson components, developing critical evaluation capacity (a core component of LO3 and LO4).

Important note: In the case of self-paced MOOC, only formative assessment quizzes are given to the learners. Other activities are suggested for self practice

Module 4 Summary for Curriculum Design

Here is the summary of **Module 4: AI-Enhanced Assessment and Ethical Integration**, structured for inclusion in your curriculum design documentation.

Key Learning Outcomes

Upon successful completion of this module, educators will be able to:

- **LO4 Design AI-Enhanced Assessment:** Develop authentic assessment strategies that leverage AI while maintaining academic integrity and pedagogical validity.
- **LO5 Navigate Ethical Considerations:** Evaluate and address ethical challenges of AI integration, including bias, privacy, transparency, and equitable access.
- **LO6 Integrate AI Systematically:** Create a personal framework for sustainable AI integration into teaching practice with continuous professional growth.

Content and Core Concepts

This module is organized around the critical challenges of the AI era:

1. Assessment Redesign (LO4)

- **The Challenge:** Recognizing that traditional take-home assessments are vulnerable to AI-generated output.
- **AI Tools for Creation:** Utilizing AI platforms (e.g., Quizbot, Gradescope, Quizizz) to efficiently generate high-quality questions, rubrics, and automated grading suggestions.
- **Authentic Design Strategies:** Implementing five strategies to assess genuine understanding that AI cannot replicate:
 1. **Process Documentation:** Valuing the learning journey over just the final product.
 2. **Contextual Embedding:** Requiring knowledge of specific class discussions or local examples.
 3. **Live Performance:** Assessing skills in real-time (e.g., oral exams, Math Talk).
 4. **Metacognitive Reflection:** Requiring students to document and critique their own AI use.
 5. **Critical AI Analysis:** Making AI output the subject of the critique, forcing students to demonstrate superior analysis.
- **Formative AI:** Leveraging AI for immediate, adaptive feedback (e.g., adaptive quizzes, AI tutors) to inform instruction without teacher grading burden.

2. Ethical and Policy Integration (LO5 & LO6)

- **Academic Integrity:** Shifting the paradigm from detection (recognizing AI detectors are unreliable) to **design, education, and transparency**.
 - Establishing a clear **Academic Integrity Policy Framework** defining **Prohibited, Permitted, Required, and Optional** levels of AI use.
 - Implementing a **Transparency Protocol** requiring students to document tools, prompts, and adaptations.
- **Data Privacy (GDPR):** Understanding the risks of commercial tools and the requirements for **GDPR compliance**, including consent, data minimization, and age restrictions for students.
- **Equity and Access:** Evaluating how AI integration risks exacerbating the **digital divide** (device access, connectivity, paid tiers) and developing strategies for equitable implementation (e.g., avoiding AI reliance for homework).
- **Systematic Integration (LO6):** The module synthesizes all learning by providing a framework for creating a personal, sustainable practice based on continuous reflection and policy advocacy²⁶.

Activities and Assessment

Scenario of an Instructor-Led MOOC

Activity	Goal/Assessment Type
Assessment Redesign Project (Activity 1)	Summative/LO4 Assessment: Participants select a vulnerable assessment and redesign it using 1-2 authentic strategies, incorporating an explicit AI use policy and rubric. This project serves as the culminating demonstration of LO4 competence.
Policy & Ethics Discussion	Formative/LO5 Assessment: Application of GDPR, Equity, and Academic Integrity principles to real-world scenarios, fostering collective professional responsibility.
Personal Integration Framework	LO6 Component: The critical reflection on the Redesign Project and policy creation contributes directly to the final professional growth framework (LO6).

Important note: In the case of self-paced MOOC, only formative assessment quizzes are given to the learners. Other activities are suggested for self practice

End Point Assessment in the case of a self-paced MOOC

Learners will use the TripleE and SAMR frameworks to evaluate an AI-generated lesson plan, focusing on Engagement, Enhancement, and Extension, while identifying the level of technological transformation from Substitution to Redefinition. The task culminates in a structured comparison between their scores and an expert's analysis to foster critical reflection on pedagogical nuances and the necessary human refinements for AI-assisted content

