

SHAPING AI STRATEGY FOR FACULTY DEVELOPMENT THROUGH INSTRUCTIONAL DESIGN

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Higher education is no stranger to disruptive technologies; it wasn't too long ago that we were reckoning with cell phones, laptops, and calculators and adapting our pedagogy to meet these emerging trends.

Now, we are preparing for the next wave: AI isn't going anywhere, and instructors are challenged with how to adapt their teaching to this new reality. More importantly, instructors—and higher education as a whole—have the opportunity to think deeply about what it means to educate students who will be living in a world filled with AI tools.

To help with this, our university created both video and written resources that instructors can consult as they think about AI in the context of their teaching.

WHAT WE DID

Notre Dame Learning and OIT's Teaching and Learning Technologies designed and developed an AI video series used for faculty development and support, demonstrating how targeted content can effectively introduce and integrate AI concepts into teaching practices.

We leveraged the collaborative efforts of multidisciplinary groups, led by learning designers, who were key change agents in facilitating this project. Learning designers utilized design thinking to drive meaningful content and ensure the successful adoption of the videos series.

WHAT WE LEARNED

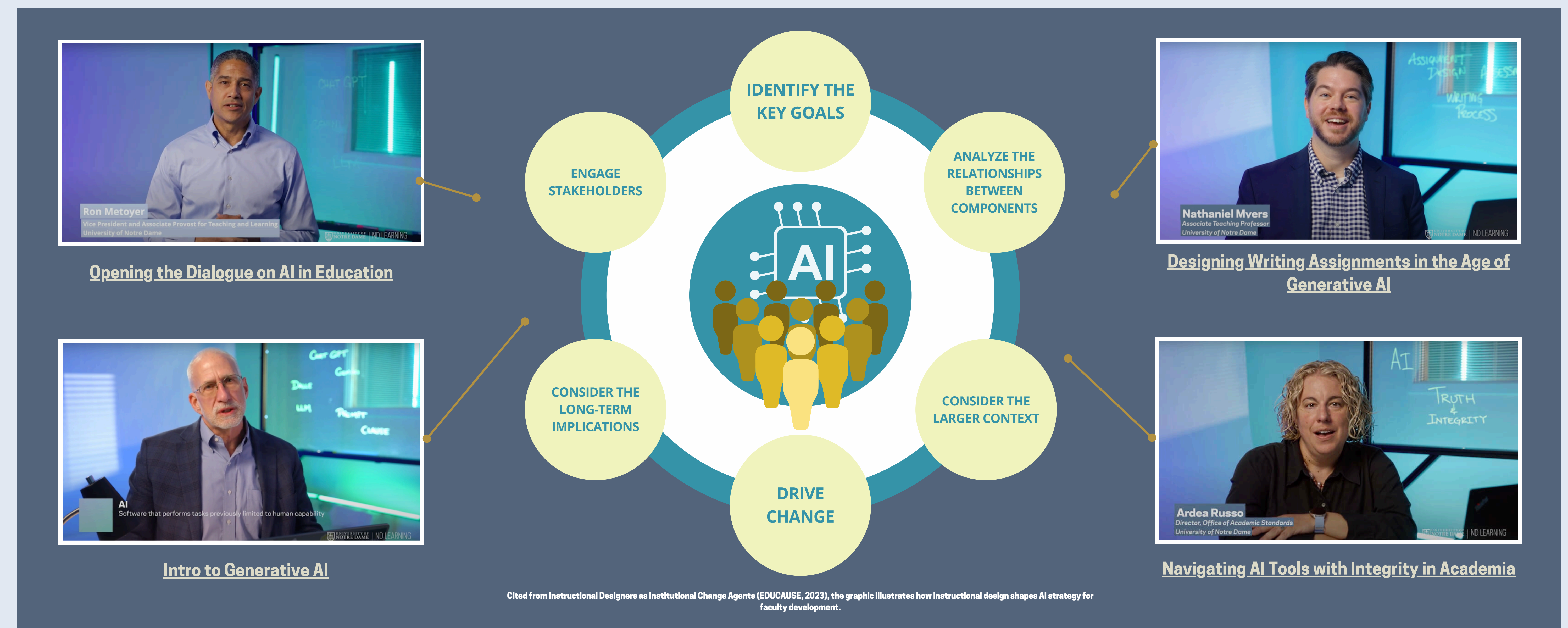
- Co-designing the videos fosters a collaborative ecosystem involving faculty, IT specialists, learning designers, administrators, and all stakeholders for advancing the AI initiative.
- Using the design framework and strategies streamlines the process to organize the themes and ensure alignment with the desired goals.
- Survey data indicates that design principles, with clear expectations and structure, played a key role in making the workload manageable.

NEXT STEPS

Recruit additional ND faculty and students to continue the videos series, focus less on awareness and more on best pedagogical practices and intentional integration into courses.

Establish a cohort of Notre Dame faculty to explore the evolving intersection of AI and teaching to develop discipline-specific guidelines and pedagogical best practices within each college and school for using generative AI. Selected faculty will have access to a support course with the videos and resources produced from this project.

TELLING THE STORY



RESOURCE LIBRARY

ARTICLE

AI Overview and Definitions

This overview describes what generative AI is compared to other types of AI, what it can and can't do, and what is meant by the term "prompt" in this context.

ARTICLE

Building Critical AI Literacy

The classroom is an important space for helping students develop critical AI literacy—an understanding of AI's principles, limitations, ethical considerations, and social impact—in order to use it responsibly.

VIDEO

Designing Writing Assignments in the Age of Generative AI

Nathaniel Myers of the University Writing Program discusses the impact of generative AI on student writing and offers strategies for designing assignments that promote authentic learning and discourage misuse of tools like ChatGPT and Google Gemini.

Notre Dame Learning (NDL) also maintains a collection of asynchronous resources that you can use at your convenience to discover strategies and support to help you as you work to create the best possible learning experiences for your students.

You are welcome to contact us to discuss anything you see in the library further at learning@nd.edu

FACULTY FEEDBACK

"...always wonderful working with the ODL—a genuine pleasure."

"...I thought the most effective part was the review process, which I was grateful for, and which resulted in some valuable changes."

Faculty found expectations clear in most project phases, especially Design, Production, and Reviewing, which helped minimize confusion and maintain engagement.

Field	Min	Max	Mean	Standard Deviation	Variance
Intake and discovery phase	4.00	5.00	4.50	0.50	0.25
Design phase	5.00	5.00	5.00	0.00	0.00
Pre-production phase (e.g., scripting, screencast walkthrough, etc)	4.00	5.00	4.50	0.50	0.25
Production phase (e.g., filming, creating instructional materials, or Canvas site builds)	5.00	5.00	5.00	0.00	0.00
Reviewing phase (e.g., reviewing videos, Canvas sites, or other instructional materials)	5.00	5.00	5.00	0.00	0.00
Delivery Phase (Final delivery of project outcomes, such as course sites, learning assets, course plans, proposals, etc.)	4.00	5.00	4.50	0.50	0.25

ACCESS THE VIDEOS

