Presentation Outline

Using Generative AI for Curriculum Development

A Practical Workshop for Faculty

60-Minute Session | Presentation + Live Demo + Hands-On Practice

Session Timing Overview

Segment	Slides	Time
Welcome & Overview	1–2	5 min
Gen AI for Curriculum (what it can/can't do)	3–4	8 min
RACE Framework + Example	5–7	10 min
Live Demo	8	15 min
Hands-On Practice	9	15 min
Disclosure, Next Steps & Wrap-Up	10–12	7 min

Slide 1: Title Slide

Slide Content

Using Generative AI for Curriculum Development

A Practical Workshop for Faculty

[Your Name, Title, Department]

[Date]

Presenter Notes

Welcome everyone. Today we're going to get hands-on with generative AI tools — specifically how to use them to make your curriculum development work faster and better. This isn't a philosophy session about whether AI belongs in education. It's a practical workshop about how to use these tools effectively right now.

I've been using Claude since June 2025 for my own courses — syllabi, learning objectives, rubrics, LMS modules — so what I'm sharing today comes from real experience, not theory.

Visual Suggestions

Clean, minimal title slide. Institutional logo if available. No AI-generated imagery — keep it professional.

Slide 2: What We'll Cover Today

Slide Content

What gen AI can (and can't) do for curriculum work

How to write effective prompts using the RACE framework

Live demo: building a prompt from scratch

Hands-on practice with your own materials

Quick note on instructor disclosure

Presenter Notes

Here's the roadmap. We have 60 minutes, so we'll move through the overview quickly to leave maximum time for the demo and for you to try it yourselves.

If you brought a laptop and have access to Claude, ChatGPT, Gemini, or Copilot — great, you'll follow along. If not, watch the demo and I'll make myself available for follow-up sessions.

Visual Suggestions

Simple agenda layout. Consider a subtle timeline or numbered list visual. Keep text large for Zoom participants.

Slide 3: What Gen AI Can Do for Curriculum Development

Slide Content

Draft and revise syllabi, learning objectives, rubrics

Generate assessment items and discussion prompts

Restructure or realign courses to standards/outcomes

Build LMS module outlines and content scaffolding

Iterate quickly — what used to take days can take hours

Presenter Notes

These tools are good at producing structured, standards-aligned text quickly. The key word is 'draft.' You're not handing the AI your course and walking away. You're using it to get a strong first draft or to pressure-test what you already have.

In my own work, the biggest value has been in restructuring courses — taking an existing course and reorganizing it around updated learning outcomes. That kind of work used to take me a week. With a well-crafted prompt, I can get a solid working draft in an afternoon.

Visual Suggestions

Consider a simple two-column layout: left side lists the tasks, right side shows a before/after time comparison (e.g., 'Days → Hours'). Keep it concrete, not abstract.

Slide 4: What Gen AI Can't Do (Your Role Stays Critical)

Slide Content

It doesn't know your students, institution, or discipline nuances

It can produce plausible-sounding but wrong or shallow content

It won't flag its own gaps — you must review everything

Disciplinary expertise and pedagogical judgment are still yours

Think of it as a capable but uninformed teaching assistant

Presenter Notes

This slide matters. AI output looks polished and confident, which can make it easy to accept at face value. But it doesn't understand your specific student population, your department's culture, or the subtleties of your field.

The 'capable but uninformed TA' framing is useful — it can do the heavy lifting on structure and drafting, but you provide the expertise, context, and quality control. You wouldn't hand a new TA your syllabus and say 'fix this' with no guidance. Same principle here.

Visual Suggestions

A simple graphic showing the human-AI collaboration: AI handles drafting/structure, faculty handles expertise/judgment. Avoid the overused 'robot and human shaking hands' image.

Slide 5: The RACE Prompting Framework

Slide Content

Role — Who should the AI act as? (e.g., curriculum designer, assessment expert)

Audience — Who is the end user? (e.g., undergraduate nursing students)

Context — What's the situation? (course level, institution type, constraints)

Expectation — What exactly do you want? (format, length, standards, tone)

Presenter Notes

RACE gives you a repeatable structure for writing prompts that actually work. Most people's first AI experience is typing a vague question and getting a vague answer. That's a prompting problem, not an AI problem.

Each element of RACE reduces ambiguity. The more specific you are, the more useful the output. I'll walk through each element, then we'll build a complete prompt together in the demo.

One thing worth noting: you can actually use the AI itself to help you build your prompt. If you describe what you need in plain language, Claude or ChatGPT can help you structure it using a framework like RACE. We'll try that in a minute.

Visual Suggestions

Four clearly labeled boxes or columns — one per RACE element. Use a consistent color for each. This slide should be visually memorable since it's the core framework participants will take away.

Slide 6: RACE in Action — Example Prompt

Slide Content

Role: "Act as a higher education curriculum designer with expertise in backward design."

Audience: "The course serves first-year undergraduate students in a general education program."

Context: "This is a 16-week intro biology course at a mid-size public university. Current learning objectives are vague and not aligned to assessments."

Expectation: "Rewrite 5 measurable learning objectives using Bloom's taxonomy action verbs. Format as a numbered list. Each objective should be one sentence."

Presenter Notes

Walk through each piece. Point out that without the Context line, the AI doesn't know if this is a community college course, a graduate seminar, or an AP high school class — and the output would reflect that vagueness.

Without the Expectation line, you might get a 2,000-word essay when you wanted a numbered list. Specificity in the expectation is what separates a useful output from a 'that's interesting but I can't use this' output.

Visual Suggestions

Show the prompt assembled as a single block of text, color-coded by RACE element. This makes the connection between the framework and actual prompt construction concrete.

Slide 7: Pro Tip: Use the AI to Build Your Prompt

Slide Content

Describe your task in plain language to the AI first

Ask it to help you structure the prompt using RACE

Review, edit, and then submit the refined prompt

Iterating on the prompt is as important as the first attempt

Example: "I need to rewrite my syllabus learning objectives. Help me write a detailed prompt for that."

Presenter Notes

This is a technique that saves a lot of time once you get comfortable with it. Instead of staring at a blank prompt wondering what to include, describe what you need conversationally and let the AI help you formalize it.

This also helps you learn what makes a good prompt — you start to see what details the AI asks for or adds, and you internalize those patterns.

Visual Suggestions

A simple two-step visual: Step 1 shows a casual description, Step 2 shows the structured RACE prompt that results. Could be shown as a chat exchange screenshot.

Slide 8: Live Demo

Slide Content

Building a RACE prompt from scratch

Starting with a simple task: improving syllabus learning objectives

Showing the iterative process: prompt → output → refine → re-prompt

Follow along if you have a device and tool access

[INSERT YOUR BEFORE/AFTER EXAMPLE HERE]

Presenter Notes

DEMO SECTION — approximately 15 minutes. Open Claude (or your chosen tool) on screen share. Walk through the process out loud as you do it. Start with your own before/after example to show a real result, then build a new prompt live.

Key things to narrate: why you chose each RACE element, what you'd change if the output isn't right, how you iterate. Show at least one 'the output wasn't great, here's how I refined the prompt' moment — this is where the real learning happens.

For Zoom participants: make sure your font size is large enough to read. Consider zooming your browser to 125-150%.

Visual Suggestions

This is a live screen share slide — minimal content needed on the slide itself. A simple 'Live Demo' title with your before/after example is sufficient. Switch to your browser for the actual demo.

Slide 9: Your Turn — Hands-On Practice

Slide Content

Pick one task: rewrite a learning objective, improve a syllabus section, or draft a rubric element

Use the RACE framework to build your prompt

Submit it and evaluate the output — what worked? What didn't?

Refine your prompt and try again

I'll circulate to help (raise hand on Zoom)

Presenter Notes

PRACTICE SECTION — approximately 15 minutes. Encourage participants to start small. A single learning objective is better than trying to redesign an entire course in 15 minutes.

For participants without devices: pair them with someone who has a laptop, or have them draft a RACE prompt on paper that they can try later. The act of structuring the prompt is valuable even without running it live.

Walk the room. Check in on Zoom. Common stumbling points: prompts that are too vague (weak Context or Expectation), trying to do too much at once, accepting first output without iterating.

Visual Suggestions

Clean slide with the task options listed. Consider showing a 'starter template' with RACE labels and blank lines that participants can mentally fill in. Timer visual optional.

Slide 10: Quick Note: Instructor Disclosure

Slide Content

No institutional AI policies currently in place

Consider disclosing AI use in your course materials

Transparency builds trust with students and colleagues

Example: "Portions of this syllabus were drafted with AI assistance and reviewed/edited by the instructor."

Model the behavior you want from students

Presenter Notes

Brief but important. Even without a policy requiring it, disclosing AI use in your curriculum materials is good practice. If we're asking students to be transparent about their AI use, we should do the same.

The example disclosure language is intentionally simple. You don't need a paragraph — one sentence is enough. The point is honesty, not a legal disclaimer.

Visual Suggestions

Simple text slide. The example disclosure statement could be highlighted or called out in a box. Keep it clean — this isn't the centerpiece of the session.

Slide 11: Getting Started After Today

Slide Content

Free options: Claude.ai, ChatGPT (free tier), Gemini, Copilot

Start small — one learning objective, one assignment prompt

Save your best prompts as templates for reuse

Always review, edit, and apply your expertise to AI output

I'm available for follow-up — [your contact info]

Presenter Notes

Wrap it up with next steps. The goal is for nobody to leave thinking 'that was interesting but I don't know where to start.' Give them a concrete first step: pick one thing from one course and try it this week.

Mention that all major AI tools have free tiers sufficient for curriculum work. Nobody needs to buy anything to get started.

Offer the follow-up session for anyone who wants more guided practice or has specific projects they'd like to work through.

Visual Suggestions

Clean closing slide. List the tool names with their URLs. Include your contact information and any relevant follow-up details.

Slide 12: Resources

Slide Content

Anthropic Prompt Engineering Guide: docs.anthropic.com/en/docs/build-with-claude/prompt-engineering

OpenAI Prompt Best Practices: platform.openai.com/docs/guides/prompt-engineering

EDUCAUSE AI Resources: educause.edu/research-and-publications

Bloom's Taxonomy Action Verbs: tips.uark.edu/blooms-taxonomy-verb-chart

Presenter Notes

Don't spend time on this slide — it's a reference. Just note that these links are available and move to Q&A if time permits.

The Anthropic and OpenAI guides are the best primary sources for prompting technique. EDUCAUSE provides broader higher ed context on AI adoption.

Visual Suggestions

Simple list with hyperlinked text. Institutional or department-specific resources can be added here if relevant.