

# Generative AI for Open Education

Jeff Goumas, Sr. Technical Advisor  
Rachel Riggs, Technical Advisor

**World Education**





# In Partnership with

# Global Learning House

Providing supplemental educational resources and instruction at no cost to mitigate COVID-19 induced learning losses

**to mobilize international solidarity and innovative solutions to support learning, especially for the most disadvantaged learners**

**In support of**  
**Global Education Coalition**  
**launched by UNESCO**



# unesco



# World Education's CrowdED Learning Team



**Jeff Goumas**

*Senior Technical Advisor,  
Open Education Lead*



**WORLD EDUCATION**

— A DIVISION OF JSI —



**CROWDED**Learning®

**LEARNING. EVERYONE.**

*A World Education Initiative*



**Rachel Riggs**

*Technical Advisor,  
US AI Initiative Lead*



## Who We Are

**Educators *exploring*  
emerging tech for  
equity in education**



**WORLD EDUCATION**  
— A DIVISION OF JSI —

A vertical bar on the left side of the slide, composed of five colored rectangular segments: red, cyan, lime green, magenta, and light blue.

**What is  
“openness”?**

# Our Beliefs

 Knowledge is a public good

 Access to free, quality learning is a human right

**Resources**

**Processes**

**Impact**



## Master Class: Generative AI for Open Education

Use this space to share your thoughts, try new strategies and tools, reflect on your learning, and explore the resources that were shared. To learn more about CrowdED Learning, visit our website at [crowdedlearning.org](https://crowdedlearning.org) or email us at [crowded@worlded.org](mailto:crowded@worlded.org).

What is "openness"? ⋮

My Values... ⋮

What about you? ⋮

Reflections ⋮

Resources ⋮

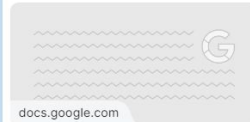


Add your response at

**[bit.ly/gaiforoe](https://bit.ly/gaiforoe)**



### Evaluation



[docs.google.com](https://docs.google.com/viewform)  
viewform

Please complete this brief evaluation form to let us know how we did!

♡ 0

### Join the crowd!



Contact  
Subscribe to our newsletter to stay in touch and get updates about our open education work, including the upcoming Open Prompt Book!

♡ 0

### TSTM-SkillBlox Research Study



# Generative Artificial Intelligence



## Prompt



## Output





# Generative Artificial Intelligence

Write a song about the intersection of generative AI and open education.

In the realm of endless code, where  
minds collide  
Generative whispers breathe, dreams  
they confide  
Where open paths of learning entwine  
The fusion of AI and knowledge  
combine

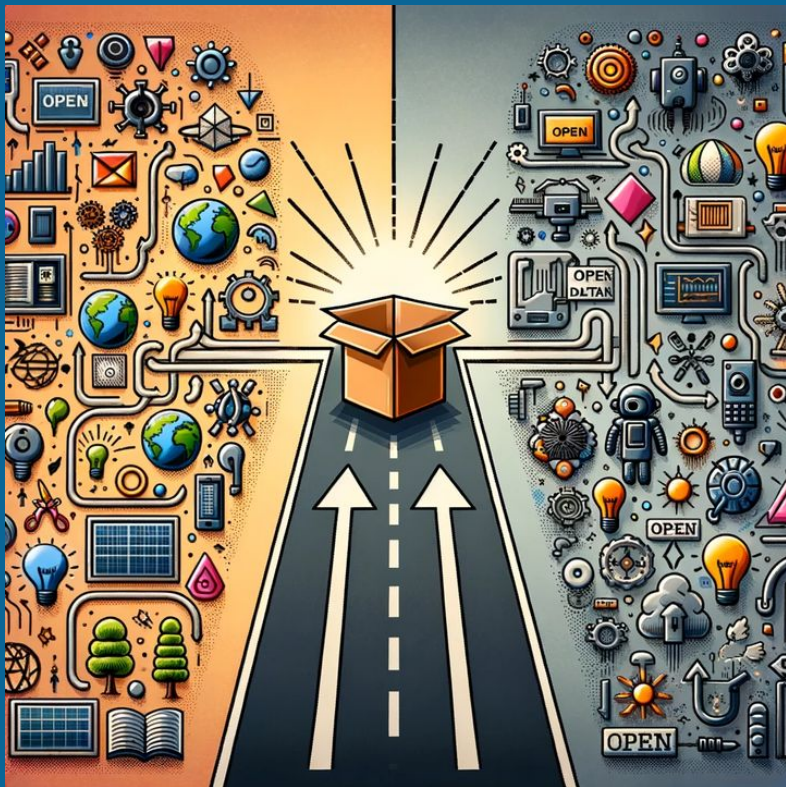
## Prompt



## Output



# Generative Artificial Intelligence



**Prompt**



**Output**



# CrowdED Learning Values



**Transparency**

**Collaboration**

**Access**

**Efficacy**



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Resources ⋮

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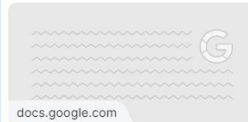


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### TSTM-SkillBlox Research Study





# CrowdED Learning



# The CrowdED Learning Solution

Increase equitable access to and awareness of high-quality, open educational resources through...



## Processes...

that engage the field in service learning to crowdsource quality OER



## Tools...

that ease the process by which educators find, organize, & share OER



# CrowdED Learning “Ecosystem” in Practice...

## OER Processes

EdTech  
Maker  
Space



## OER Tools



**SkillBlox**  
LEARNING. ORGANIZED.

### *OER Generation*

Service learning PD where teachers curate, adapt, create, and align OER

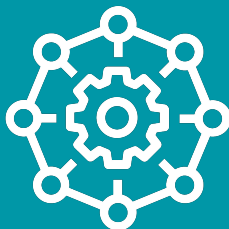
### *OER Retrieval + Sharing*

Free learning platform that eases how teachers find, organize, and share OER

# Building a Replicable Model for Sustainable OER Use

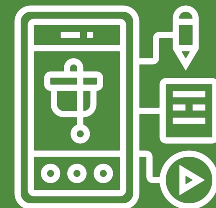
## Define Skills

Establish frameworks to define key skills for which content should be found/developed.



## Train Teachers in EdTech

Provide training to support educators in integrating & designing reusable OER.



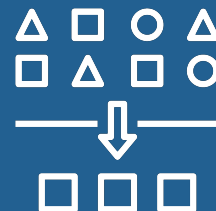
## ID + Address Resource Gaps

Use service learning to engage educators in generating OER to meet localized resource needs.

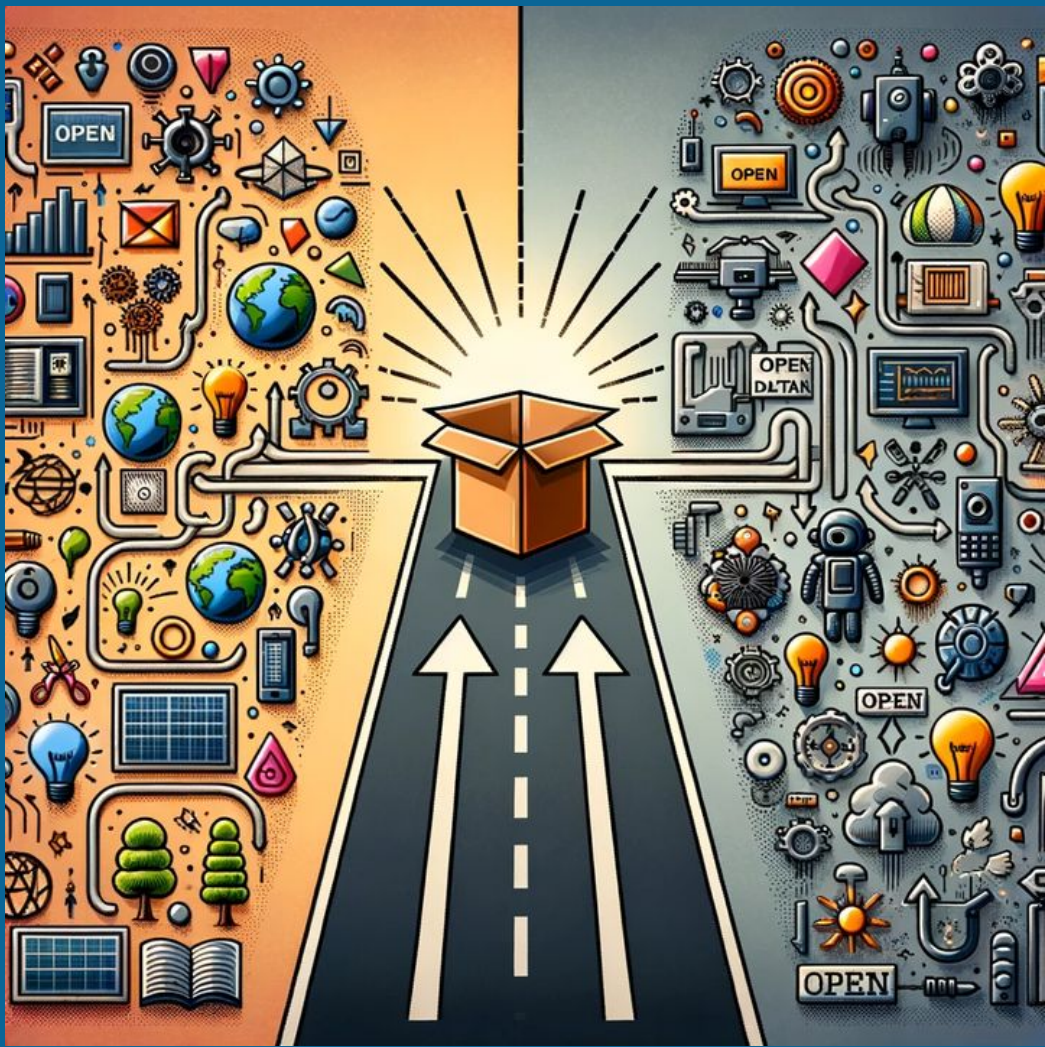


## Facilitate OER Use

Leverage tools such as SkillBlox to ease process of remixing and sharing OER.



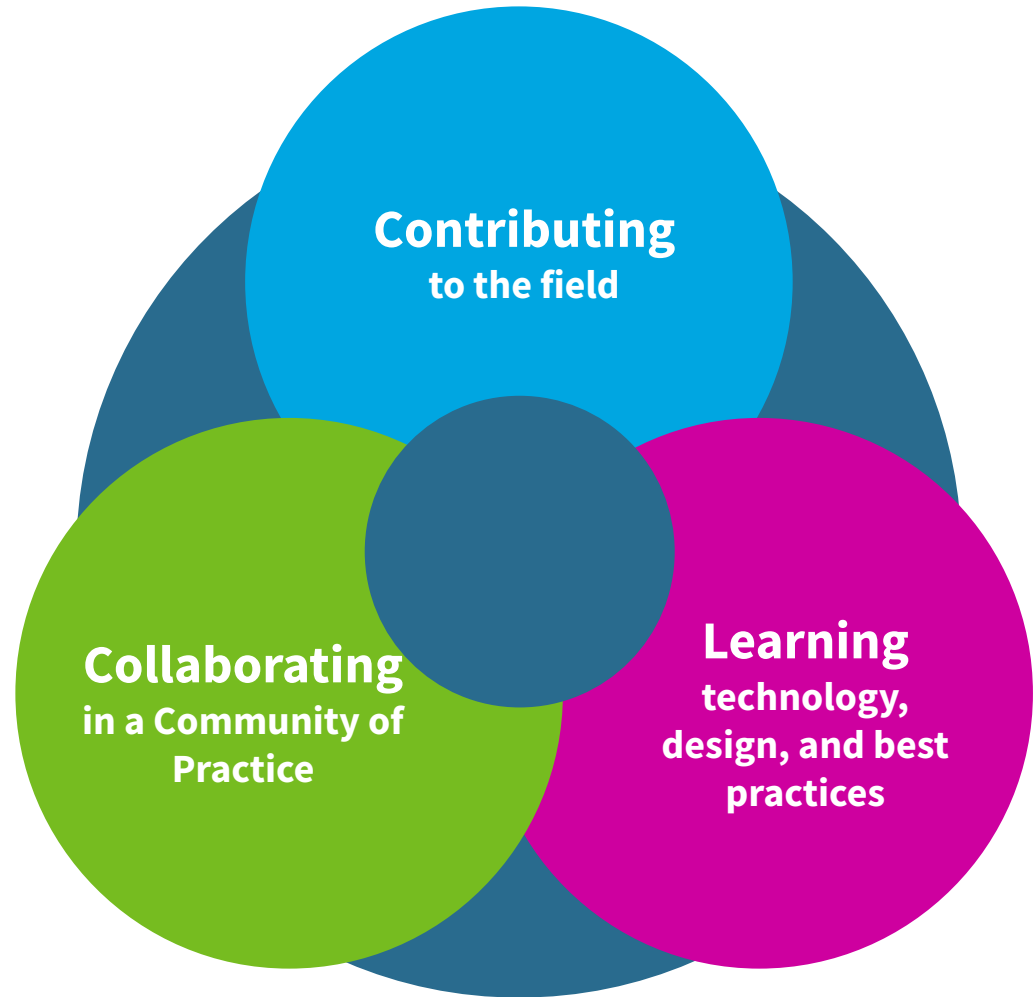









# Learning and Exploring

# What motivates teachers?



# Training Teachers to Address Resource Gaps

 Adapt + Remix Content	 Create New Content	 Curate Existing Content
Resources exist, but if adapted they could be made more usable and accessible.	Limited resources exist or are missing key components, so new content is needed.	“As-is” resources are available, but they may need to be organized to be more usable.

***How can we make OER easier to find and use?***



***How can we make better use of teachers' time and expertise?***

# Research Timeline: TSTM/SkillBlox

## Jun 2022 - Dec 2023

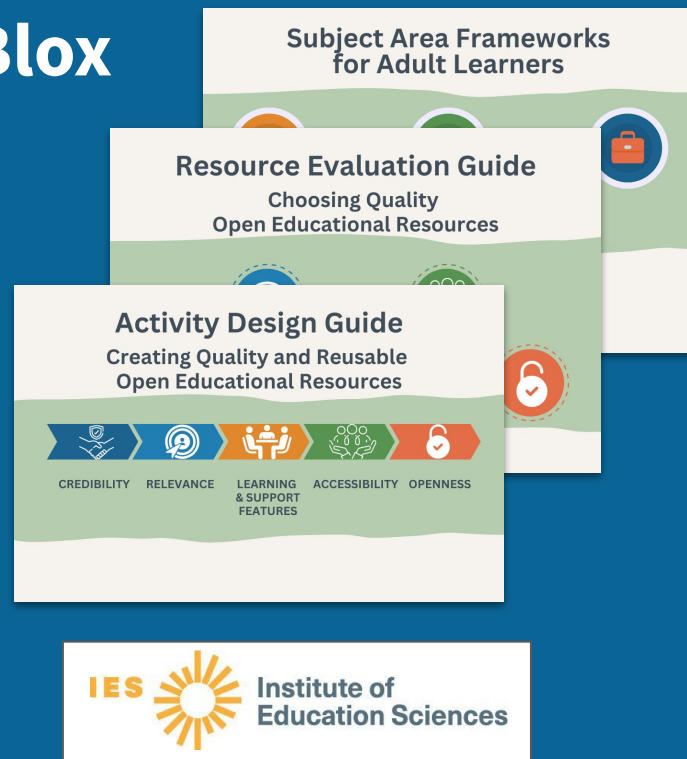
Series of Maker Spaces to understand necessary supports for effective OER curation and reusable OER design.

## Sep 2023 - May 2024

Development of SkillBlox features that support search, evaluation, organization, and sharing of OER

## June 2024 - Spring 2025

Usability/feasibility study and RCT study to understand core use cases and impacts of using SkillBlox to share, reuse, and adapt OER



*The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305N210025 to the American Institutes for Research. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.*

# ✨ Adapting + Remixing Content

## Why this is needed...

- Resource suitability
- Access / usability of resources
- “Granularity” of existing OER

## Examples...

- Adjusting content for readability, relevance
- Digitization of content

# ✨ Adapt + Remix Content

## Static OER

Calling in Sick (Level 1/C)

### I. Vocabulary

Definitions

- alarm clock (noun): a small clock with a bell or buzzer that can be set to wake someone up at a specific time
- wakes (verb): cause a person to be awake after sleeping
- fever (noun): body temperature that is higher than normal
- aches (verb): hurts
- return (verb): go back
- combs (verb): rake through hair with a comb (noun)
- lies down (verb phrase): moves to a flat position on a bed or couch

A. Vocabulary Clue Paragraph. Complete the story with words from the box.

Lynn \_\_\_\_\_ up by hearing her \_\_\_\_\_. She gets dressed and \_\_\_\_\_ She is ready for work. Then she \_\_\_\_\_ She doesn't feel well. She touches her forehead. Lynn \_\_\_\_\_ She feels sick. Lynn knows \_\_\_\_\_ She \_\_\_\_\_ to call her boss. She \_\_\_\_\_ to know she cannot work today. She calls Mr. Clark and tells him she is sick. "I will \_\_\_\_\_ she to work," he says.

Mr. Clark \_\_\_\_\_ Lynn for calling \_\_\_\_\_ says, "Let me know when you can \_\_\_\_\_ to work." Lynn \_\_\_\_\_ promises she will call him when she feels better. \_\_\_\_\_ return to work \_\_\_\_\_.

\_\_\_\_\_ baby had \_\_\_\_\_, so she took him to the \_\_\_\_\_ for hair after she gets out of the shower. \_\_\_\_\_ at six, even on the \_\_\_\_\_ on the sofa and \_\_\_\_\_ work?" my manager asked.

Words  
alarm clock  
wakes  
fever  
aches  
return  
combs  
lies down

Calling in Sick: Lesson Vocabulary

7 terms

LEARN FL

WRITE MATCH

TERMS

alarm clock (noun) a small clock with a bell or buzzer that can be set to wake someone up at a specific time

### 2. Check Your Understanding

Select the option that best answers each question.

What is wrong with Lynn?

- She didn't get enough sleep
- She doesn't her job
- She is sick

How does Lynn feel?

- She has chills
- She has a fever
- She is throwing up

Wakelet

Vocabulary Practice

Quizlet

Use this Quizlet to practice and learn the vocabulary from this story.

Reading Selection: Calling in Sick

Read the story. The audio files can help you practice reading aloud. The timer can help you check your reading speed.

Reading Comprehension

## Interactive OER

# Ways We're Experimenting


## Granularity: How can we adapt existing OER to make relevant activities more discoverable?



GV.1 The Constitution and the Bill of Rights

**Civics Education: First Amendment Rights Lesson Plan**

NRS Level(s): High Intermediate ESL



**Page 5**

**Page 10**

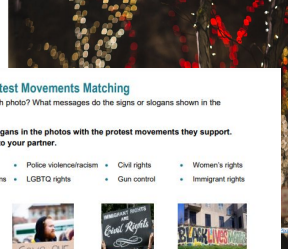
**Appendix B. Protest Movements Matching**

Match the signs or slogans in the photos with the protest movements they support. Explain your choices to your partner.

- Education
- Environmental concerns
- Police violence/racism
- LGBTQ rights
- Civil rights
- Gun control
- Women's rights
- Immigrant rights

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**What do you see? What is the message?**



**Appendix B. Protest Movements Matching**

What do you see in each photo? What messages do the signs or slogans shown in the photos convey?

Match the signs or slogans in the photos with the protest movements they support. Explain your choices to your partner.

- Education
- Environmental concerns
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- Gun control
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Photo by Mads Caswall on Unsplash   From unsplash.com   From unsplash.com   From unsplash.com

Task adapted with permission from RianAEE, by E. Cavey and Suzanne McCurdy, 2017. Retrieved from <https://files.google.com/uzs6lmsb0w8oanm/rlzq>

## What We've Learned

### *Benefits include...*

- Immediate application helps truly develop edtech skills
- Educators become OER ambassadors
- Recognition of the value of reusability

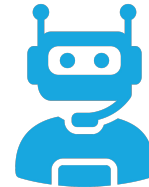
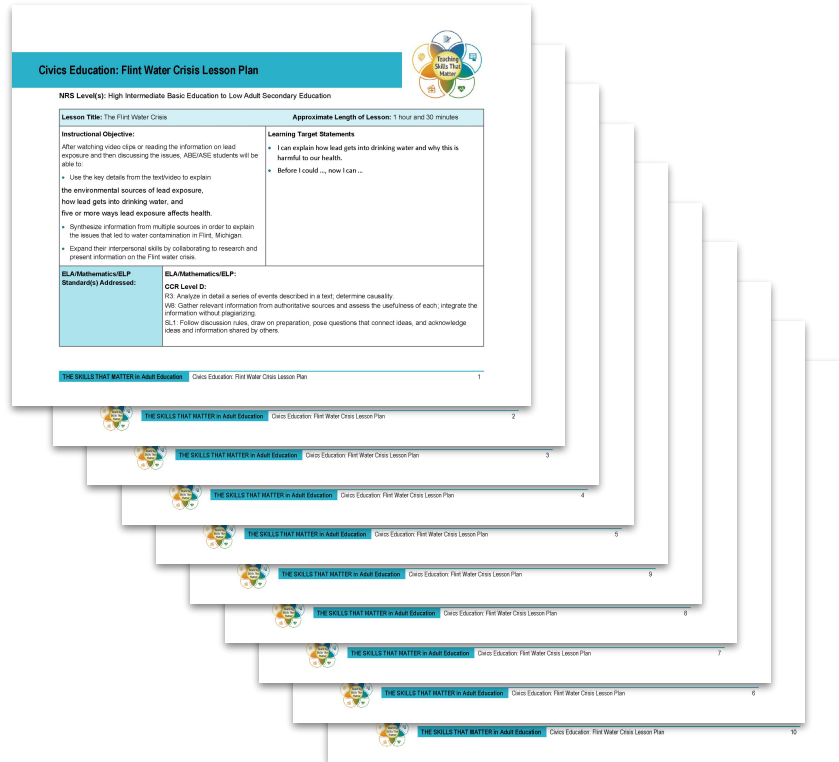
### *But we still recognize...*

- **Localization** seems good in theory but often easier to start from scratch

The time I spent creating materials for the Maker Space was well worth it considering the time I will SAVE in the future because I have (a) the knowledge to use the edtech tools effectively and (b) access to the amazing content for my classes.



# Using Generative AI for Adaptation



Suitability

Usability

Granularity

## Adjusting the Level

Civics Education: Flint Water Crisis Lesson Plan

NRS Level(s): High Intermediate Basic Education to Low Adult Secondary Education

**Lesson Title:** The Flint Water Crisis **Approximate Length of Lesson:** 1 hour and 30 minutes

**Instructional Objective:**  
After watching video clips or reading the information on lead exposure and then discussing the issues, ABE/ASE students will be able to:

- Use the key details from the text/video to explain the environmental sources of lead exposure, how lead gets into drinking water, and how or more ways lead exposure affects health.
- Synthesize information from multiple sources in order to explain the issues that led to water contamination in Flint, Michigan.
- Demonstrate interpersonal skills by collaborating to research and present information on the Flint water crisis.

**Learning Target Statements**

- I can explain how lead gets into drinking water and why this is harmful to our health.
- Before I could ... now I can ...

**ELA/Mathematics/ELP Standard(s) Addressed:**

**ELA/Mathematics/ELP:**  
CCR Level D:  
RI: Analyze in detail a series of events described in a text, determine causality, and gather relevant information from authoritative sources and assess the usefulness of each; integrate the information without plagiarizing.  
SL.1: Follow discussion rules, cite on preparation, pose questions that connect ideas, and acknowledge ideas and information shared by others.

**THE SKILLS THAT MATTER in Adult Education** Civics Education: Flint Water Crisis Lesson Plan

1

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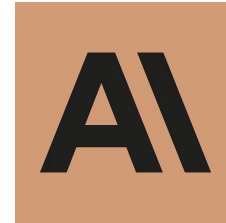
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Claude

## Suitability

- **Simplify the vocabulary** by providing a word bank with definitions of terms like "contamination," "toxins," "infrastructure," etc.
- **Use more visuals** like pictures, charts, and graphs to explain concepts. For example, show a diagram of how lead gets into drinking water through pipes.
- **Break down complex information** into smaller chunks. For example, present the timeline of events in Flint as a simple ordered list rather than a detailed narrative.

# Making it Usable

## Adapt + Remix Content



## Usability

[Quiz Title] Flint Water Crisis Lesson Quiz

[Quiz Description] This quiz is designed to assess your understanding of the Flint Water Crisis lesson.

[Question 1] What is the main cause of the Flint Water Crisis?

- \* A. Lead contamination in the water supply
- \* B. A lack of clean water in the city
- \* C. A failure of the government to protect its citizens
- \* D. All of the above



Bard

# Extracting an Activity

## Granularity

Activity Title: Understanding the Impact of Drought in East Africa

Activity Description:  
Students will write a short informative summary explaining how drought impacts people's lives in East Africa. They will use details learned from informational texts and class discussion.

Instructions: Review informational texts and discussion notes on the causes, effects, and solutions related to drought in East Africa.

Civics Education: Flint Water Crisis Lesson Plan

NRS Level(s): High Intermediate Basic Education to Low Adult Secondary Education

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THE SKILLS THAT MATTER in Adult Education | Civics Education: Flint Water Crisis Lesson Plan

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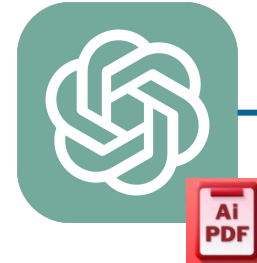
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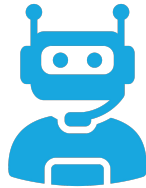
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10



# Using Generative AI for Adaptation

✨ Adapt + Remix  
Content



- **Simplify the vocabulary** by providing a word bank with definitions of terms like "contamination," "toxicity," "infrastructure," etc.  
- **Use more visuals** like pictures, charts, and graphs to explain concepts. For example, show a diagram of how lead gets into drinking water through pipes.  
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## Relevance

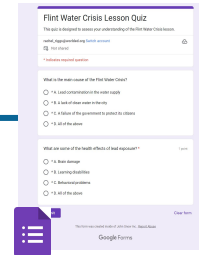


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Instructions: Review informational texts and discussion notes on the causes, effects, and solutions related to drought in East Africa.

## Granularity




# Create New Content

## Why this is needed...


- Limited/lack of relevant content
- Emerging topics and needs


## Examples...

- Math problems contextualized to authentic workplace tasks
- Activities that develop digital skills and *digital resilience*


**attachment** 

DEFINITION:  
(n) a file sent in an email or message

 **Templated Slides**

**reply** 






DEFINITION:  
(n) a response to an email or message  
(v) respond to sender of email via email or to a sender of a message via text



**USE IT IN A SENTENCE:**  
Send the picture as an attachment.

**USE IT IN A SENTENCE:**  
He needs a reply to his email by the end of the week.

Created by Max Kusunnen from Moodle Project

<b>at</b>		(v) respond to everyone included in the original message
<b>attach</b>		(v) send a previously sent message to a new recipient
<b>forward</b>		(v) add a file to an email or message
<b>reply</b>		(n) a response to an email or message (v) respond to sender of email via email or to a sender of a message via text.
<b>reply all</b>		

Created by Michael van

Match each word with its icon. Then draw a line from word to the correct definition.

**Original Activities**

# Ways We're Experimenting

**Sustainability:** How can teachers design OER while leveraging high-use, high-impact instructional routines.



Digital  
Learning  
Selector





**Think Pair Share**

Students respond independently or collaboratively. [#feedback and #collaboration](#)



	Good Credit	Bad Credit	No Credit
How to get it:	<ul style="list-style-type: none"> <li>difficult to get credit cards</li> <li>never have a credit card</li> <li>pay high interest rates</li> <li>pay less for loans and credit cards</li> <li>lower interest rates</li> <li>pay your bills on time</li> <li>easier to get credit cards</li> <li>higher interest rates</li> </ul>		
Consequences:			<ul style="list-style-type: none"> <li>more loan choices</li> <li>pay your bills late</li> <li>have a lot of debt</li> <li>fewer loan choices</li> <li>pay more for loans and credit cards</li> <li>loans and credit cards are hard to get and cost a lot</li> <li>difficult to get credit cards</li> <li>never borrow money from a bank</li> <li>don't have too much debt for your income</li> <li>no bank loan choices</li> </ul>

**Polya questioning**

Students plan and solve a problem solving strategy. [#assessment #feedback #demonstration](#)

Polya Questioning			
			
<b>Understand</b> Understand the problem	<b>Plan</b> Devise a plan / Choose a strategy	<b>Do</b> Solve the problem	<b>Check</b> Look back and reflect on your work
<b>Problem:</b> Ben's gross pay is \$600. His take-home pay is \$464. What percent of Ben's paycheck was withheld for taxes?			

 CC.2 Understand Credit History, Reports, & Scores

 TX.1 Understand Income Taxes  
 6.RP.3 Solve problems involving percents.

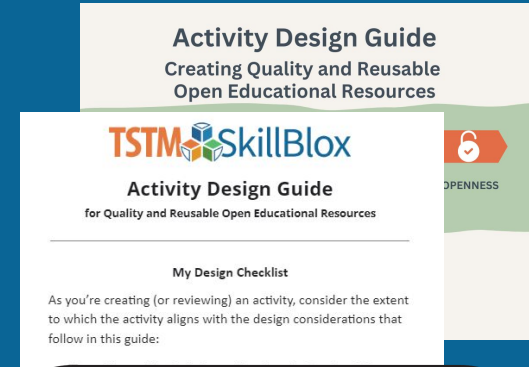
## What We've Learned

### *Benefits include...*

- Teachers gain valuable skills around designing for accessibility + reusability
- Designing for others helps teachers consider *sustainable, replicable* routines

### *But we still recognize...*

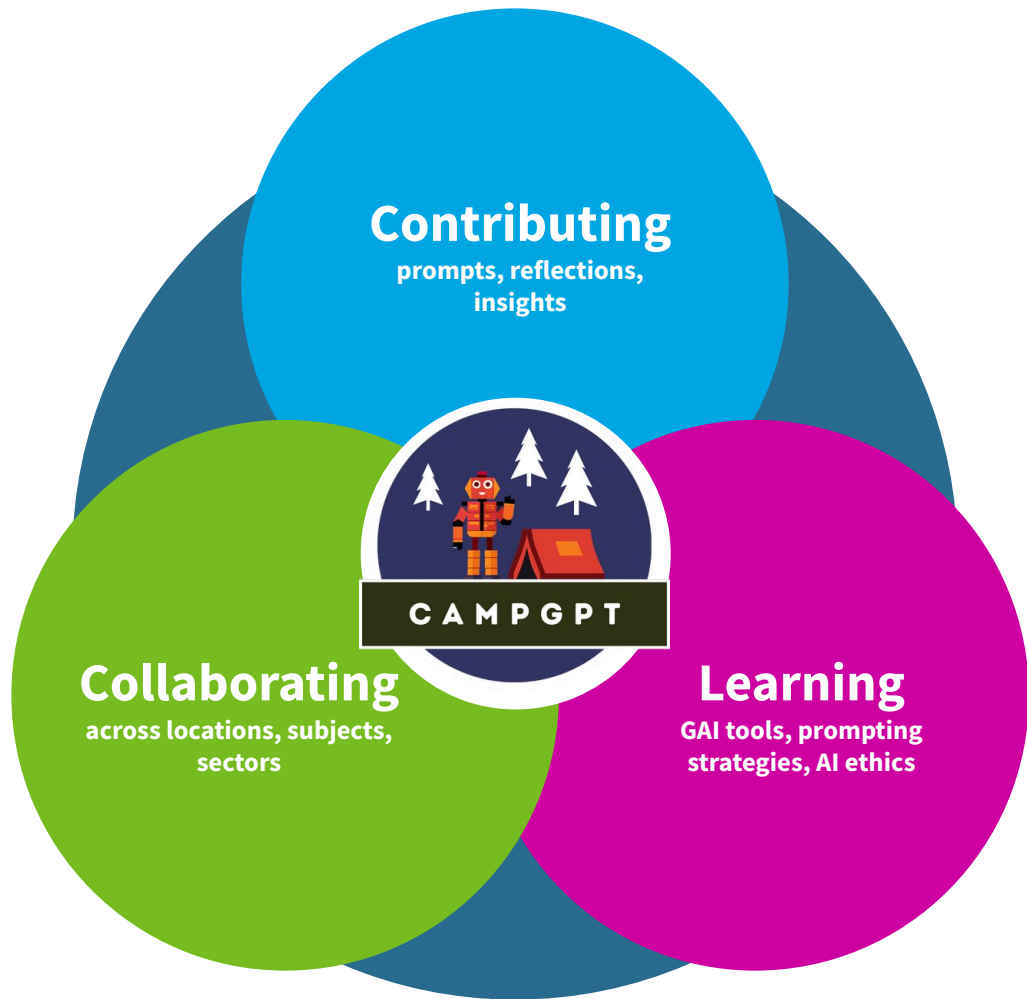
- Building content from scratch is extremely time-consuming



If a digital illiterate can learn as much as I did, then I recommend this type of instruction to anyone.



# Introducing CampGPT



# The “Camp Rules”



**G**

**Goals before tools**

Strategy and purpose



**E**

**Explore and have fun**

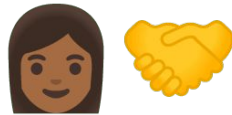
Confidence



**A**

**Avoid bugs**

Pitfalls



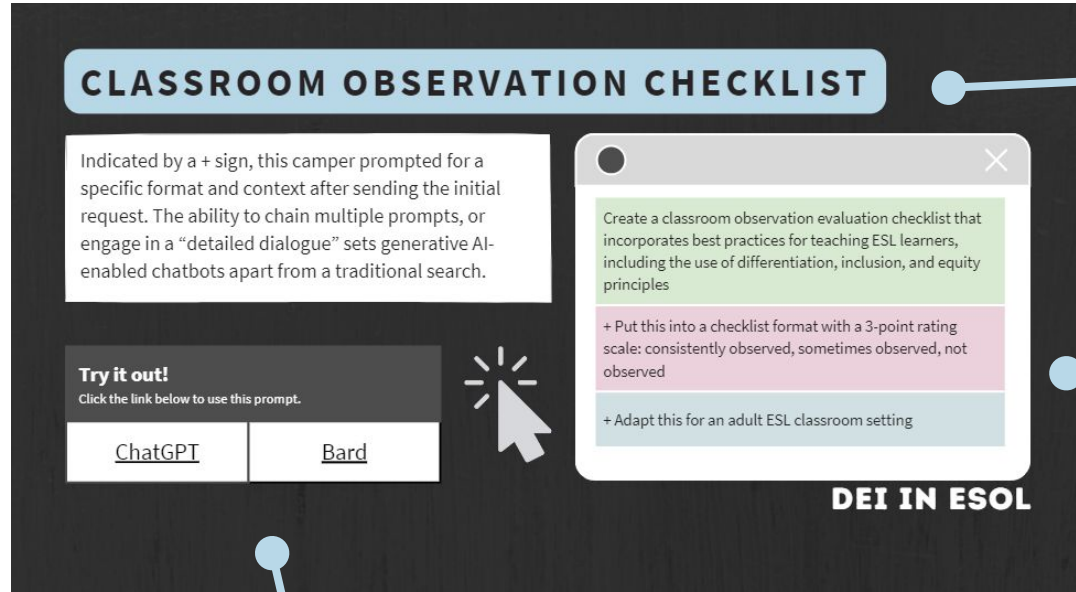
**R**

**Remember to buddy up**

Human-centeredness



# The Open Prompt Book



**CLASSROOM OBSERVATION CHECKLIST**

Indicated by a + sign, this camper prompted for a specific format and context after sending the initial request. The ability to chain multiple prompts, or engage in a “detailed dialogue” sets generative AI-enabled chatbots apart from a traditional search.

**Try it out!**  
Click the link below to use this prompt.

[ChatGPT](#)    [Bard](#)

Create a classroom observation evaluation checklist that incorporates best practices for teaching ESL learners, including the use of differentiation, inclusion, and equity principles

+ Put this into a checklist format with a 3-point rating scale: consistently observed, sometimes observed, not observed

+ Adapt this for an adult ESL classroom setting

**DEI IN ESOL**

## Authentic Use Cases

Educators showing how they want to apply GAI

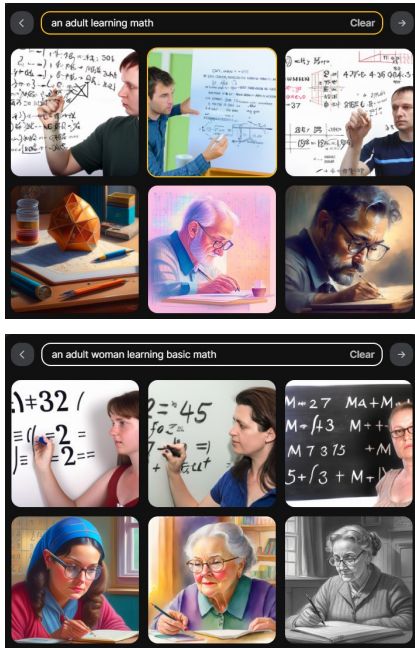
## Concrete Examples

Sharing prompt frameworks in practice

## Open Prompts

Letting others get right to the source and try for themselves

# New Technology, Same Principles



Examples of bias in Padlet's I can't draw feature

Credibility	
<b>Accuracy</b>	The content is accurate and current based on your expert knowledge and/or reputable sources.
<b>Production Quality</b>	The activity is free of production errors (e.g., broken links, grammar/spelling mistakes, etc.)
<b>Cultural Sensitivity</b>	The content includes diverse representation and is free of cultural bias/stereotypes.
<b>Privacy &amp; Security</b>	The EdTech tool used to create or facilitate the activity is transparent in how user data is collected, stored, and used.

Activity design criteria from the Design Checklist

## What We've Learned



*Using free GAI-enabled tools as individual users is*

- Very useful “as a starting point” for teachers
- Easy, when “text-to-text”

*But we still recognize...*

- Learners need to be involved
- There's much to explore when it comes to **coordinated** efforts that **build** instead of **dilute**



# Master Class: Generative AI for Open Education

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What is "openness"? ⋮

+

My Values... ⋮

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What about you? ⋮

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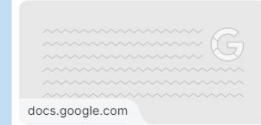
Reflections ⋮

+

Resources ⋮

+

### Evaluation ⋮



docs.google.com  
viewform

Please complete this brief evaluation form to let us know how we did!

♡ 0

### Join the crowd! ⋮



crowdedlearning.org **EVERYONE.**  
has an influence

Contact

Subscribe to our newsletter to stay in touch and get updates about our open education work, including the upcoming Open Prompt Book!

♡ 0

### TSTM-SkillBlox Research Study ⋮



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# Curate Existing Content


Why this is needed...

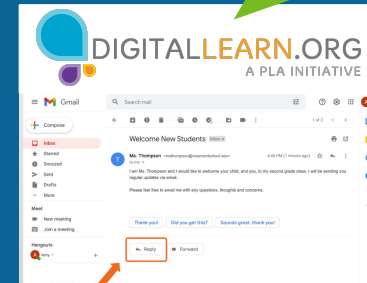
- Quality OER exists, but retrieval can be challenging
- No “one-size-fits-all” resource for all learners

## Examples

- *Khan Academy* for adult ed
- Organized digital skills OER



 Send and receive email



e-Modules



Projects

 Curate  
Existing Content

## Ways We're Experimenting

**Evaluation + Alignment:** Engage educators in evaluating OER, then aligning to subject area frameworks.

### Evaluate

Resource Evaluation Guide  
Choosing Quality  
Open Educational Resources



### Align

Subject Area Frameworks  
for Adult Learners



Vetted, aligned content

-  Civics Education
-  Financial Literacy
-  Health Literacy
-  Workforce Prep

800+  
activities



**SkillBlox**  
LEARNING. ORGANIZED.



## What We've Learned

### *Benefits include...*

- Equips teachers with skills needed to make informed resource selections
- Immersion in skills/standards helps expand subject-area expertise

### *But we still recognize...*

- **Time** spent curating disparate resources is time intensive and subject to error



Credibility



Relevance



Learning & Support



Accessibility













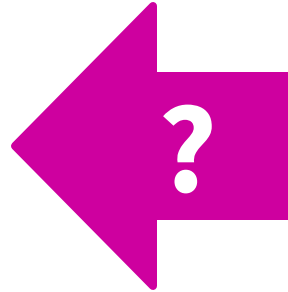
Openness

# Localized Skills Frameworks

## EF.9: Send and Receive Email



-  CO.1 Communicate Effectively
-  CO.2 Collaborate with Technology
-  CO.3 Make Voice & Video Calls
-  CO.4 Post on Social Media
-  CO.5 Use Social Media
-  CO.8 Use Messaging Tools
-  EF.8 Get an Email Account
-  EF.9 Send and Receive Email
-  WO.4 Choose the Appropriate Tool
-  WO.9 Manage Professional Networks

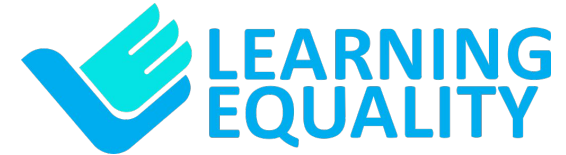
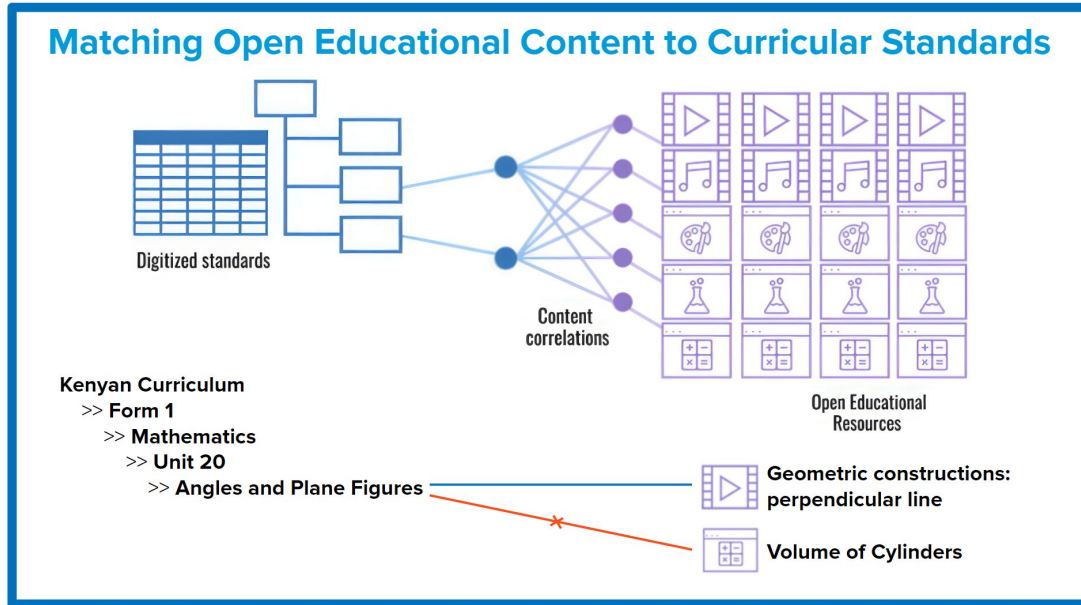


### 2.1 Interacting through digital technologies

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.

# Using GAI for Alignment

To support disparate standards and offline access



Leveraging GAI to:

- Digitize curriculum standards / frameworks
- Recommend alignments

Link to Video: [Enhancing Access to Curriculum-Aligned OER with Machine Learning Automation](#)

# CrowdED Learning Values

**Transparency**

Benefits and drawbacks

**Collaboration**

Reusability and coordination

**Access**

Learner voice, open pedagogy

**Efficacy**

Critical evaluation



## Master Class: Generative AI for Open Education

Use this space to share your thoughts, try new strategies and tools, reflect on your learning, and explore the resources that were shared. To learn more about CrowdED Learning, visit our website at [crowdedlearning.org](https://crowdedlearning.org) or email us at [crowded@worlded.org](mailto:crowded@worlded.org).

What is "openness"? ⋮

My Values... ⋮

What about you? ⋮

Reflections ⋮

Resources ⋮

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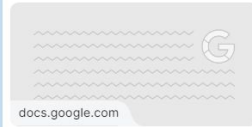
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### Evaluation



docs.google.com  
viewform

Please complete this brief evaluation form to let us know how we did!

♡ 0

### Join the crowd!



Contact

Subscribe to our newsletter to stay in touch and get updates about our open education work, including the upcoming Open Prompt Book!

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### TSTM-SkillBlox Research Study



Add your response at  
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# Launching Next Week!



# OPEN PROMPT BOOK

**FROM CAMPGPT**

LAST UPDATED ON NOVEMBER 1, 2023

IMAGE GENERATED USING DALL-E 3 IN CHATGPT

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*A World Education Initiative*

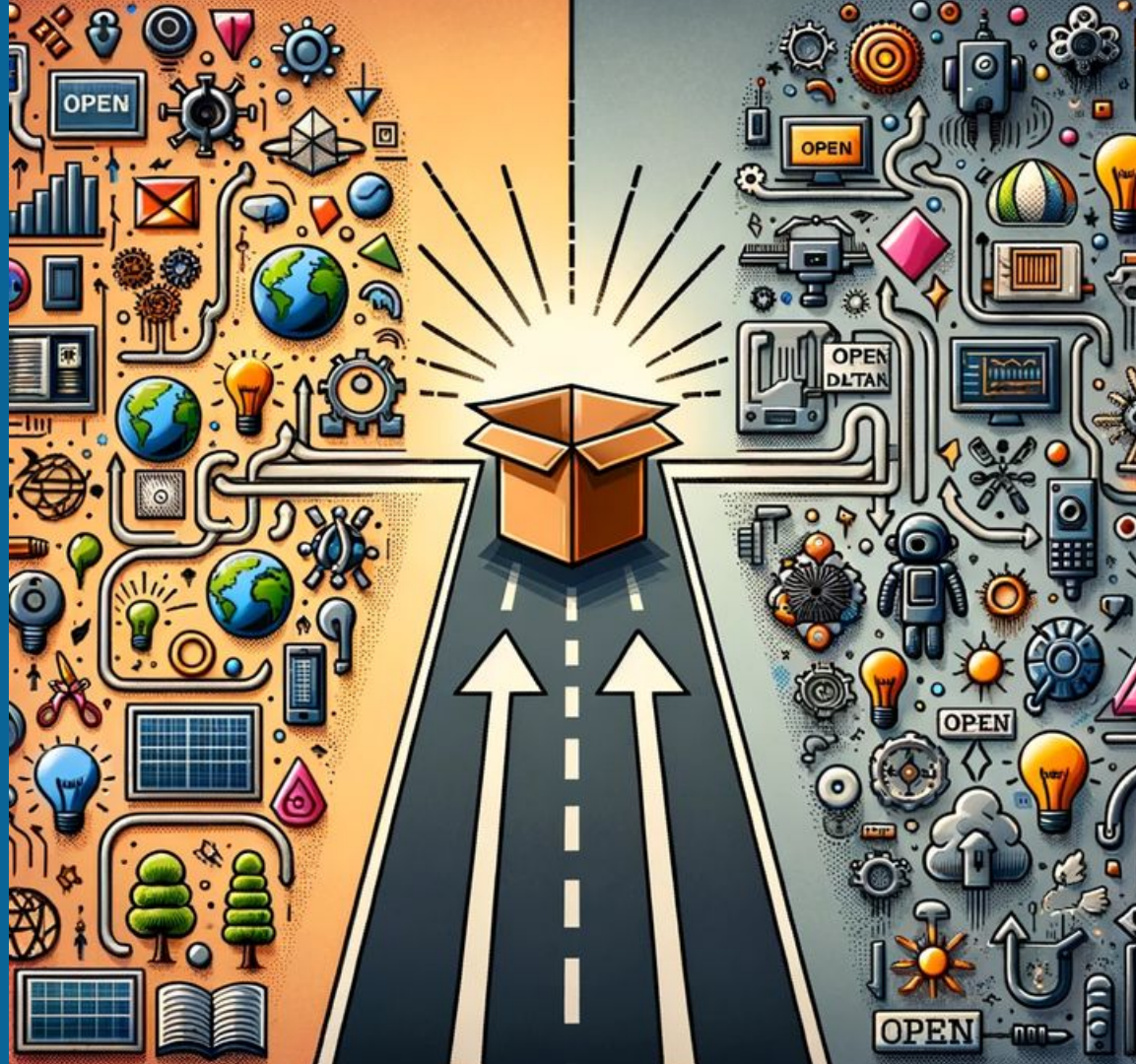
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[rachel\\_riggs@worlded.org](mailto:rachel_riggs@worlded.org)



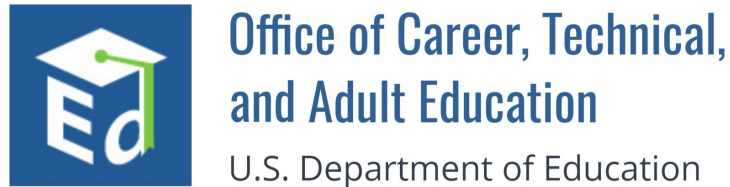


CrowdED  
Learning



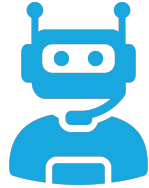
AI for  
Learning  
and Work

# Funding to Support this Work



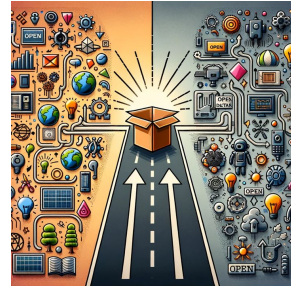


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Plus DALL-E 3*

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