AI and Digital Literacy
Teaching and Learning Story

TASK DESIGN	
Learning Experience Title	*Website Development Unit Accelerated with AI Content*
Grade	10
Learning Area	[Applied Design, Skills, and Technologies]() - Web Development
Curricular Competencies	**Applied Design** • Identify potential users, societal impacts, and other relevant contextual factors for a chosen design opportunity • Identify criteria for success, intended impact, and any constraints or possible unintended impacts • Critically reflect on design thinking and processes, and identify new design goals • Assess ability to work effectively both as individuals and collaboratively in a group, including ability to share and maintain an efficient cooperative work space **Applied Skills** • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments • Identify the skills needed in relation to specific projects, and develop and refine them **Applied Technologies** • Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for tasks • Evaluate impacts, including unintended negative consequences, of choices made about technology use
Curricular Content	• relationship between web structure and content, HTML, style and design, cascading style sheets (CSS), and website functionality and interactivity • advantages/disadvantages of websites and content management systems (CMS) • website design planning tools • HTML text editing software, WYSIWYG HTML editors user interface (UI) and user experience (UX) • World Wide Web Consortium (W3C) standards and responsive and optimized web design • domain and hosting options • copyright, Creative Commons, fair use protocols for media and content, and ethics of cultural appropriation • accessibility and functionality in web design • writing for the web • principles of creative web design • security and privacy implications • principles of database creation and management • career options in web development and the interpersonal skills necessary for success in this field

AI and Digital Literacy Teaching and Learning Story

Links to Core Competencies	Communication • Communicating Personal and Social Awareness • Personal Awareness and Responsibility • Social Awareness and Responsibility
Links to First Peoples Principles of Learning	• Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. • Learning involves recognizing the consequences of one's actions.

TASK SUMMARY

As a summative activity, students will develop websites to showcase the artistic and technical skills they developed throughout the course. Previously, due to the extensive amount of work involved, students were typically limited to the initial stages of website design. Now, with the use of AI, students can enjoy richer experiences as they engage in all stages of website development.

Students will work in teams to create a website on an idea they are passionate about. Each student is required to develop a minimum of three web pages, so the group size is flexible. Larger groups will produce more robust websites, while smaller groups will create simpler ones. The goal is to enable students to work on topics they enjoy while showcasing their technical and artistic skills. This activity also emphasizes the collaborative process, including feedback, prototypes, and leadership.

LEARNING STORY
TEACHING

1. Introduce the students to the areas in which they will be assessed. In this example, the three areas of competency are: technical proficiency, artistic expression, and digital citizenship/ethical considerations.
2. Review with the students the different technology layers that support a website.
3. Have students select groups or choose to work independently, filling out a spreadsheet with their chosen partners and website topics.
4. Once students have their website topics and teams selected, guide them through provisioning a website using a host. The provisioning process involves answering questions about the website topics, title, and content. This serves as a collaborative planning foundation, requiring students to map out their website before creating content.
5. During the website provisioning process, AI generates placeholder content for students based on their selected topic and keywords. Students can choose between sample images and layouts or disregard the AI-suggested content entirely.
6. After the website provisioning process is complete, the teacher creates student accounts. This can be done manually or by using a spreadsheet import tool to create multiple accounts simultaneously.
7. Show students how to log into the website and make changes to both content and design. The AI-generated placeholder content helps demonstrate design possibilities for their own text and images. It serves as a modern equivalent to the Lorem Ipsum text, providing inspiration aligned with the students' website topics.
8. Provide a teacher-led introduction to the platform and how to add additional content such as images, video, and text

AI and Digital Literacy
Teaching and Learning Story

TEACHING CONTINUED

9. Allow the students to experiment with the website platform themselves, modifying the layout and appearance of various pages.
10. Facilitate conversations about ethics and expression, discussing what content is appropriate to publish and what might be inappropriate. Similarly, discuss the distinction between AI-generated content and authentic student voice.

The following are sample images of the website provisioning process using student input.

# AI and Digital Literacy Teaching and Learning Story

ASSESSMENT
STUDENT A
TEACHER OBSERVATIONS AND STUDENT WORK

Student A is an athlete at our school who is passionate about sports. He found the AI-generated content compelling, and it provided him with ideas he hadn't initially considered, such as shoes for golf and other sports.

There is a strong relationship between website content and layout. The volume of content often dictates the layout. AI-generated content enables students to deepen their learning by working with advanced aspects of website design. They can see how large blocks of content can support their design vision.

Starting with an advanced point allows students to produce more refined, thorough, and complete work within the limited time given for the unit. The use of AI enriched the learning experience.
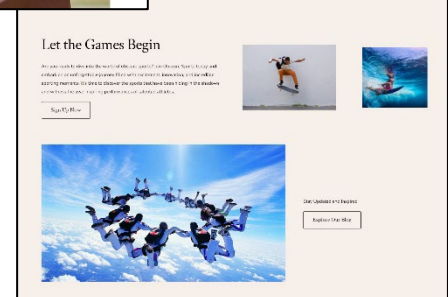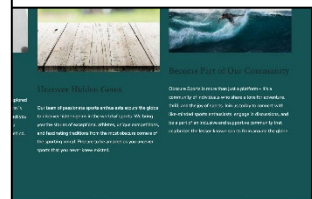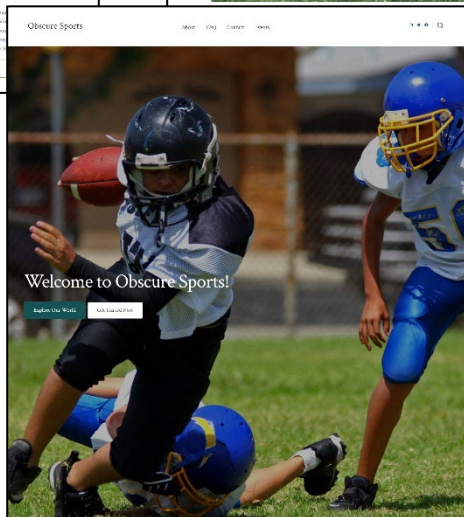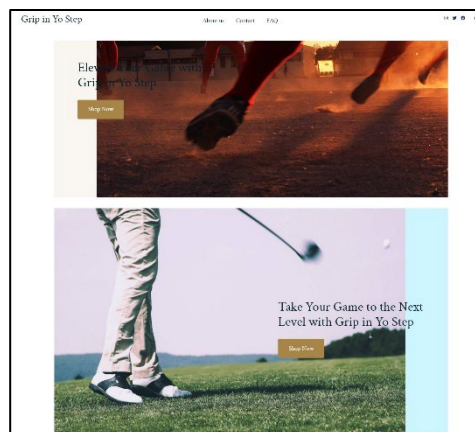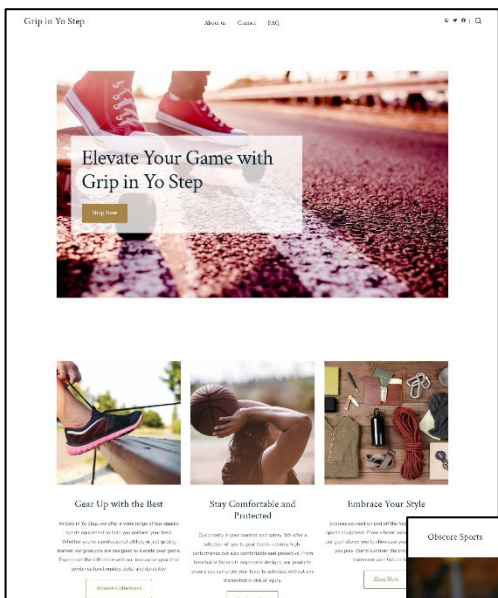
Teacher reflections
The AI-generated content provided students with a clearer understanding of what a finished product might look like. This raised their aspirations and motivated them to strive for a more polished end product.

# AI and Digital Literacy Teaching and Learning Story

STUDENT B
TEACHER OBSERVATIONS AND STUDENT WORK

Student B has an outstanding sense of humour. They expressed themselves through a website critiquing online product reviews, which enhanced their technical skills. This activity also provided opportunities to reflect on the social and societal aspects of online expression, such as comedy, the dangers of offending an audience, censorship, and free speech.

The AI-generated framework and foundation resulted in the student being highly engaged in their work, allowing them to see the direct results of their efforts. This is rarely the case with traditional website design, where HTML coding requires a significant upfront investment of time and energy before high-quality results appear.

The student was so engaged that they had to be reminded to move on to their next class. The AI-generated content was transformative for this unit.
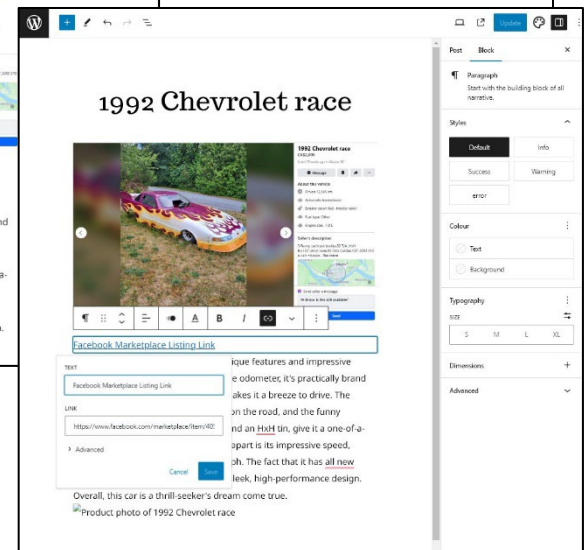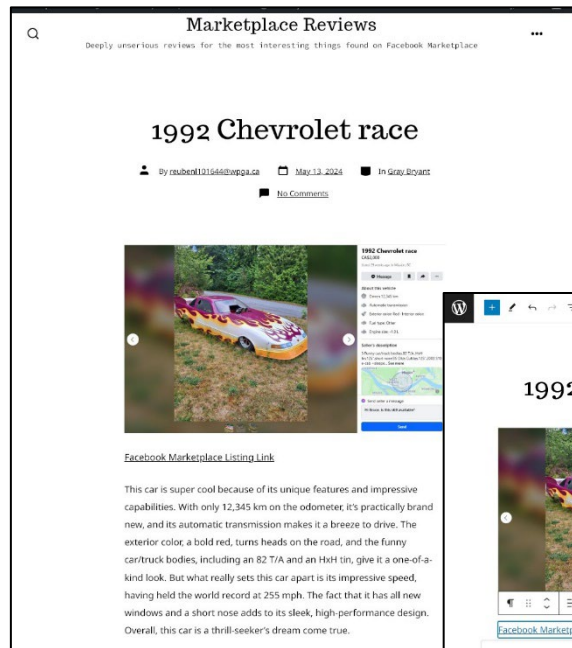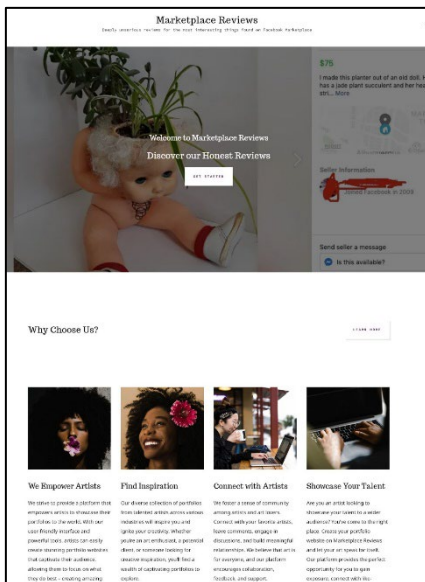
Teacher reflections

The AI content allowed students to experiment with more advanced design issues and explore topics that are typically not covered due to the time-consuming prerequisite work. The use of AI has greatly improved this aspect of the course.