Beyond Copy and Paste: Understanding Responsible AI Use in K–12 Education

E-Learning Design Project – Part 1: Needs Assessment

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Introduction

Artificial intelligence (AI) is becoming a common resource for teachers. AI helps with lesson planning, assessments, and instructional materials, especially last minute materials. However, its convenience also creates challenges when the generated content is used without careful review, which in a hurry, isn't always carefully reviewed. As an instructional leader, I have observed teachers relying on AI-generated materials without fully reviewing their accuracy or alignment to instructional expectations. This presents an opportunity to strengthen teachers' understanding of responsible AI use while supporting instructional quality across K–12 classrooms.

Identification of the Instructional Problem

Teachers balance numerous responsibilities, making AI a great way to save time. However, copying and pasting AI-generated content without reviewing it can result in inaccuracies, curriculum misalignment, or materials that do not meet students' needs or rigor. From my experience, the concern is not necessarily teachers' ability to use AI tools, but their understanding of the limitations and responsibilities that come with using them. This project addresses that knowledge gap by emphasizing evaluation, ethical considerations, and professional judgment. My professional observations serve as the initial basis for identifying this need and eventually teacher feedback would help determine whether limited knowledge, time constraints, or other factors contribute to the problem.

Intended Audience

The intended audience is K–12 teachers with varying levels of experience and familiarity with AI, although by observations stem from K-5 teachers. Three characteristics will guide the course design:

- *Professional experience*: Participants may be new or veteran teachers. Realistic classroom examples will help connect course concepts to their existing instructional knowledge.
- *Technology familiarity:* Some teachers regularly use AI, while others have limited experience. Clear explanations and introductory concepts will make the content accessible without requiring advanced technical skills.
- *Time availability:* Teachers have demanding schedules, so short, self-paced sections will allow them to complete the course when convenient.

The course will also consider differences in grade levels, subject areas, cultural and linguistic backgrounds, and accessibility needs by using inclusive language, varied examples, and clearly organized materials.

Learning Context

The course will be delivered asynchronously through a web-based learning environment, allowing participants to access materials anytime and anywhere with an internet-connected device. Teachers can work independently, revisit content, and complete activities around their schedules. Resources will include brief instructional materials, realistic scenarios, and interactive knowledge checks. Potential constraints include limited time, internet access, and varying technology confidence. Simple navigation, accessible formatting, and manageable activities will help address these challenges.

Description of the Proposed Solution

"Beyond Copy and Paste" will be a short, self-paced e-learning course focused on understanding responsible AI use rather than learning how to operate specific AI tools.

By the end of the course, participants will be able to:

- Identify benefits and limitations of AI in common teaching tasks.
- Recognize inaccuracies, bias, and curriculum misalignment in AI-generated instructional materials.
- Explain the importance of professional judgment, student privacy, and ethical considerations.
- Distinguish between responsible and inappropriate AI use through realistic K–12 scenarios.

The course will include four sections: AI in Education, Understanding AI Limitations, Professional Responsibility, and Beyond Copy and Paste. Short knowledge checks after each section will provide immediate feedback, while a final scenario-based assessment will measure understanding of the learning outcomes.

Project Timeline

Activity	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7
Analysis							
Identify instructional need through K–5 supervision	●						
Request instructor approval; consult field supervisor (planned)	●						
Define knowledge gap, audience, objectives; submit needs assessment	●	●					

Design							
Outline course sections and sequence content		●	●				
Align knowledge checks with four learning objectives		●	●				
Develop storyboard, scenarios, and assessment plan		●	●				
Development							
Build course interface and navigation				●			
Create multimedia explanations and examples				●	●		
Build interactive scenarios and knowledge checks					●		
Implementation							
Upload and organize course material						●	●
Publish course in accessible online format						●	●
Test learner access and navigation						●	●
Evaluation							
Review alignment, accuracy, and accessibility						●	●
Request stakeholder feedback and revise if needed						●	●
Complete final quality check and reflection						●	●

Summary

This e-learning course will help K–12 teachers understand the importance of critically reviewing AI-generated instructional content. Participants will strengthen their understanding of accuracy, curriculum alignment, ethics, and professional responsibility through practical examples and scenario-based assessments. The course can serve as an independent professional learning resource or supplement school-based professional development. Ultimately, the goal is not to discourage AI use, but to help teachers recognize that saving time should never replace sound instructional judgment.

Declaration of AI Use

AI was used to assist with organizing and refining this report. The instructional concern and professional observations are based on my experience as an instructional leader.