

AI in Course Creation. Co-creating Courses with AI and/or students

Challenges and benefits

A discussion with Cornelia Amon & Christoph Winter
Moderated by Stefan Wackerlig

The courses

Künstliche
Intelligenz
intelligent
verwenden!
KI-Grundkurs
an der
Universität
Wien



Bild 0.1; OpenAI (2025) ChatGPT4o, [\[Link Promptverzeichnis\]](#). Ausgeführt am 13.06.2025. Grad der Überarbeitung [hoch]

Hier erwarten Sie spannende Einblicke, interaktive Elemente und viele Möglichkeiten, das Thema Künstliche Intelligenz besser zu verstehen – Schritt für Schritt, in Ihrem Tempo. Legen Sie einfach los!

Course Design with Talent LMS



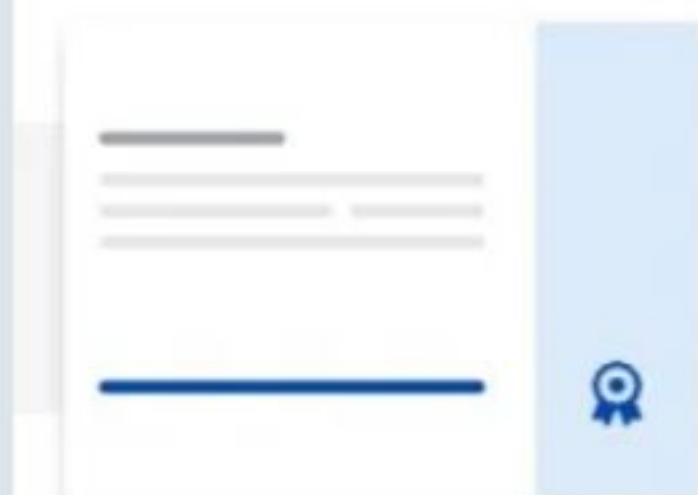
In this course, we invite you to explore TalentLMS from the perspective of a participant: click, test, discover – and find out which functions are best suited for your own purposes.

To ensure this isn't just a dry technical exercise, we've chosen a topic that affects (almost) everyone: Designing online courses competently.

Look forward to a course with double added value:

Get to know TalentLMS and simultaneously **gain new inspiration for better online courses**.

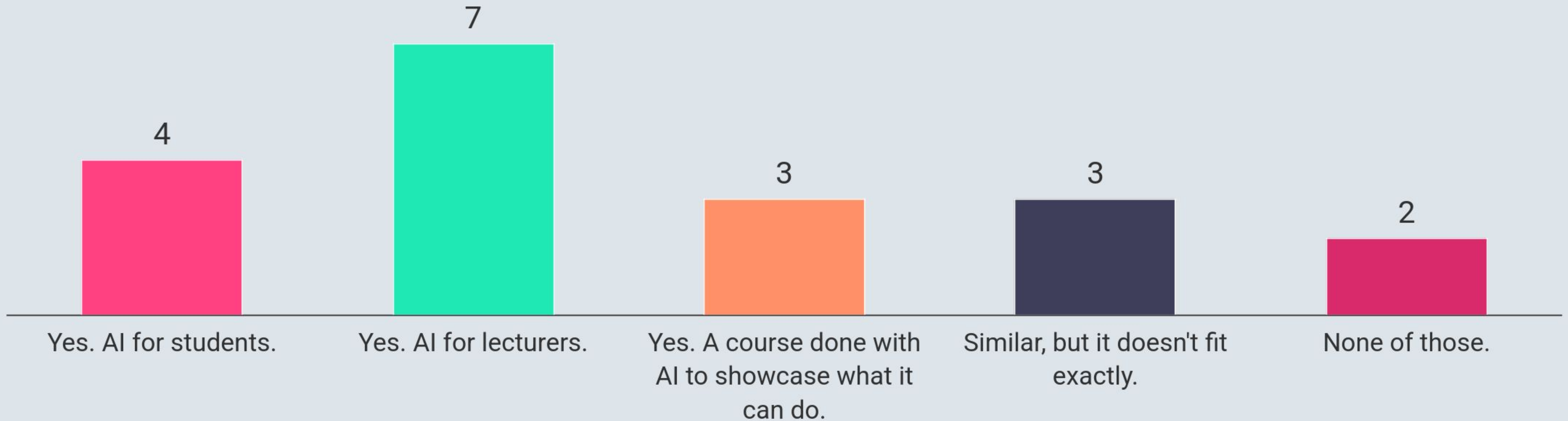
This course contains revised AI-generated elements - this includes the text, the first draft of the structure of each content part and the course image.



This course awards a certificate!

Complete the course to acquire it.

Do you have similar courses in your institutions?



Institutional context

University of Vienna

Founded: 1365

Students: approx. 90,000

Staff / Faculty: approx. 10,000

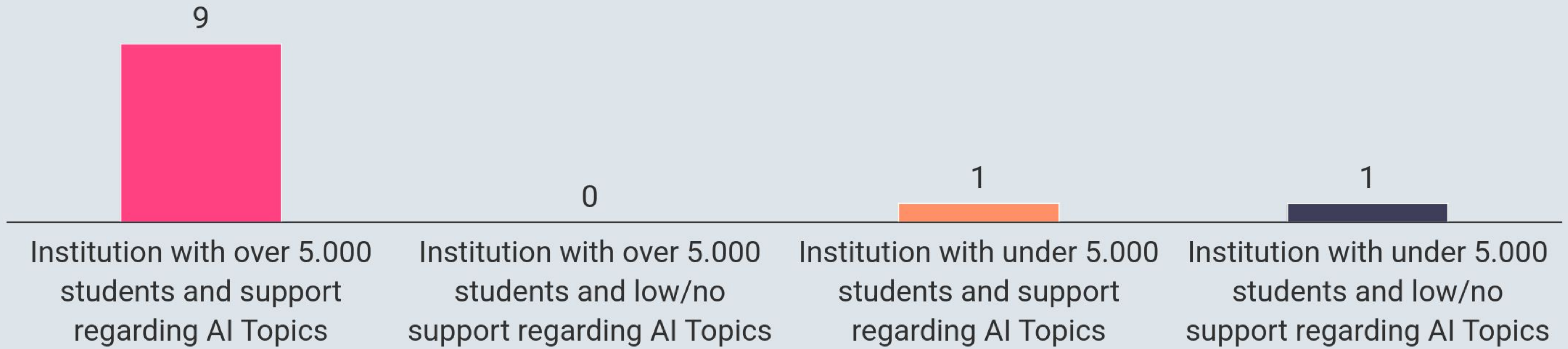
IMC University of Applied
Sciences Krems

Founded: 1994

Students: approx. 3,000–3,100

Staff / Faculty: approx. 370 +
external Lectors

I am coming from an (?) institution with (?) support regarding AI.



Co-Creation: Two different approaches

Designed for first year students
(test run: Faculty of Social
Sciences)

Learning goal: Students are able
to develop a reflective and critical
approach to AI

Student Co-Creation: Created with
CTL-staff and students

Designed for Lecturers

Learning Goal: get to know the
training platform

Provided fast and to be done with
low effort and fast

Integrated AI for showcase and as
a Co Creator

Project origins and institutional framing

- Unreflective AI use among students observed (especially first-year level)
- Concerns about learning, competence development and self-efficacy
- Initial scepticism: limits of online format, expertise and responsibility shift
- Course ultimately implemented as an institutional decision, despite doubts



Think. Pair. Share.

Interaktion: Workshop

Think, pair, share

How does a process like this evolve in your Institution?

Guiding Questions to choose from:

Where does it start? How are resources distributed/allocated? Who determines if it is a success/failure and what happens with the product?

Motivation of our potential users

- No target group analysis due to time constraints
- Workshop with ~20 lecturers on student needs, concerns and expectations
- Strong lecturer motivation driven by AI-related challenges in teaching
- Student co-creators --> students perspective
- later feedback confirmed strong interest in the topic

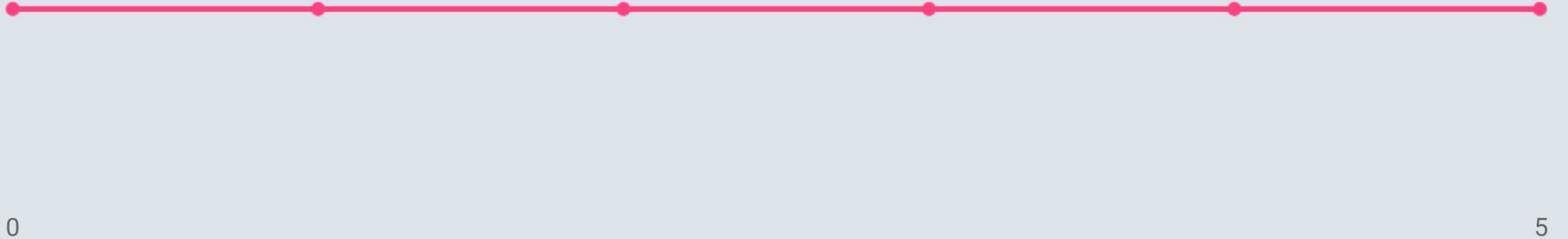


Let's be honest...

I really enjoy working with AI Tools of all kinds

Strongly disagree

Strongly agree



AI in our projects

- AI as the main subject of the course
- Challenge: Vast, rapidly evolving field → focus on sustainable competencies instead of tools
- AI as "sparring partner" for rephrasing; media production (podcasts & pictures)
- Transparency, academic integrity and responsible AI use as guiding principles

Everywhere.

In the LMS.

Creating of Transcripts.

Translation Trials.

Idea - Generation.

Discussions in small groups

Data Sovereignty vs. Usability | *Would you prefer a powerful tool that is slightly risky, or a safe one that is frustrating to use?"*

Dealing with Emerging Technologies | *"Is it better to build stable fundamentals with the risk of losing the battle for adaption or constantly adapt to new tools?"*

Resource Constraints & Sustainability | *"Is innovation always worth the cost?"*

Equity and Fair Distribution | *"Is equal access the same as equitable access?"*

Democratizing AI Competence | *"Can you learn to 'think with AI' without actually using AI?"*

Design decisions

- Moodle-based design within open-source constraints
- Interactive elements: quizzes, reflection tasks, peer exchange
- Gamification: badges, level-up system, cross-words etc.
- Feedback integrated throughout the course
- Flexible use: complete course or export individual modules/sequences



Have a glimpse...

Modul 2: KI & Ethik

In diesem Modul beschäftigen Sie sich mit ethischen Fragestellungen in Zusammenhang mit der Nutzung von KI-Systemen – von Fragen der Objektivität und Bias über Auswirkungen für Individuum und Gesellschaft bis hin zu ökologischen Folgen.

Künstliche Intelligenz gilt als Motor von Innovationen, verspricht Optimierung in allen Lebenslagen und soll auch zur Bewältigung der großen Herausforderungen unserer Zeit beitragen.

Gleichzeitig wirft die neue Technologie grundlegende **Fragen** auf: Ist ein KI-Modell **"neutral"** und was ist ein **Bias**? Wie verändern sich **Gesellschaft** und **Arbeitswelt**? Welche **Ressourcen** verbraucht diese Technologie und welche Auswirkungen hat das auf die **Umwelt**?

Es sei gleich vorausgeschickt – vielfach gibt es (noch) keine einfachen oder endgültigen Antworten.

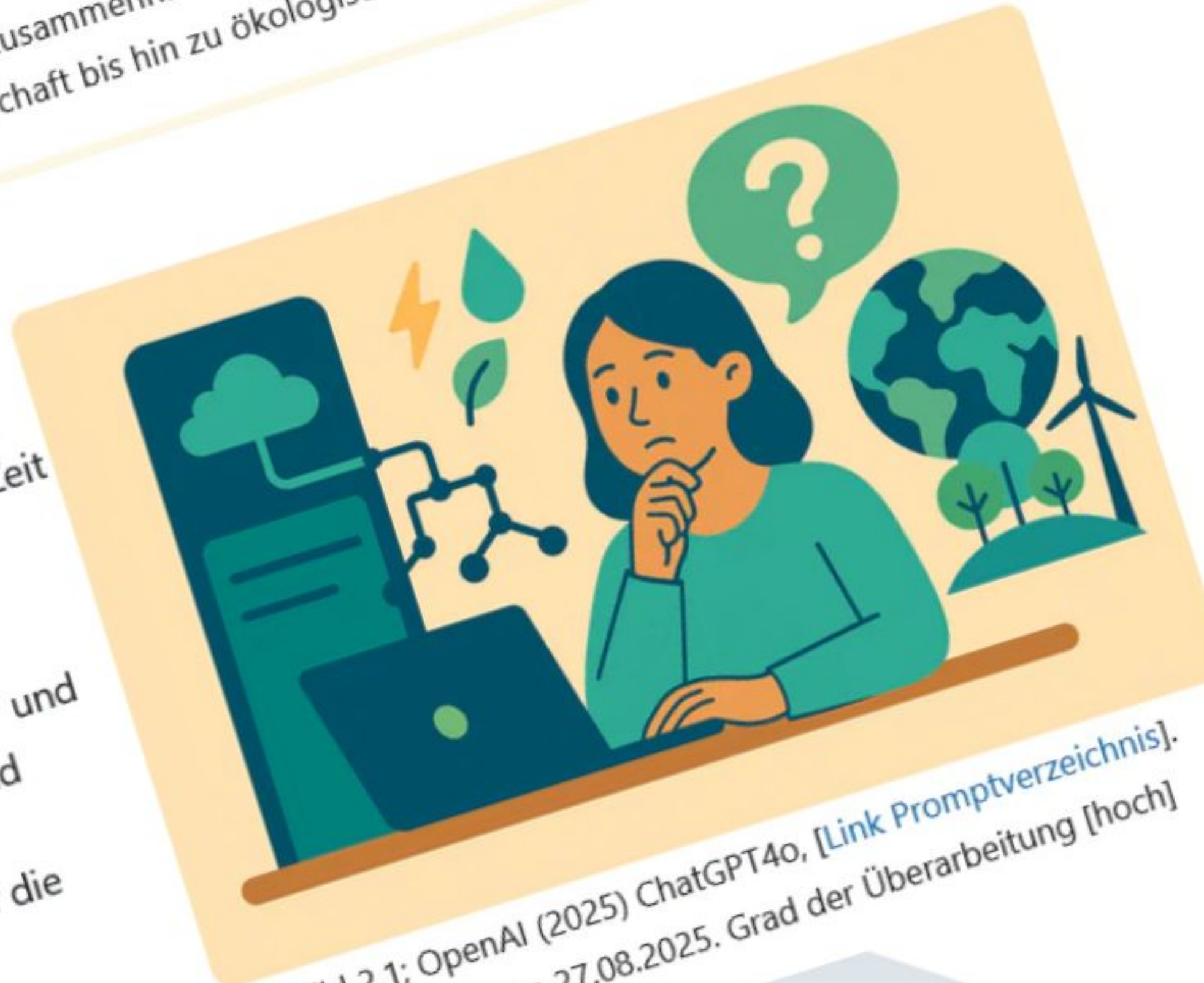


Bild 2.1; OpenAI (2025) ChatGPT4o, [Link Promptverzeichnis].
Ausgeführt am 27.08.2025. Grad der Überarbeitung [hoch]

Deepfakes und Gesellschaftspolitik

Zum Einstieg in das Thema, betrachten Sie bitte das Bild des verstorbenen Papstes Franziskus und jenes des amerikanischen Präsidenten



Bild 2.10; Papst Franziskus in einer Daunenjacke [1]

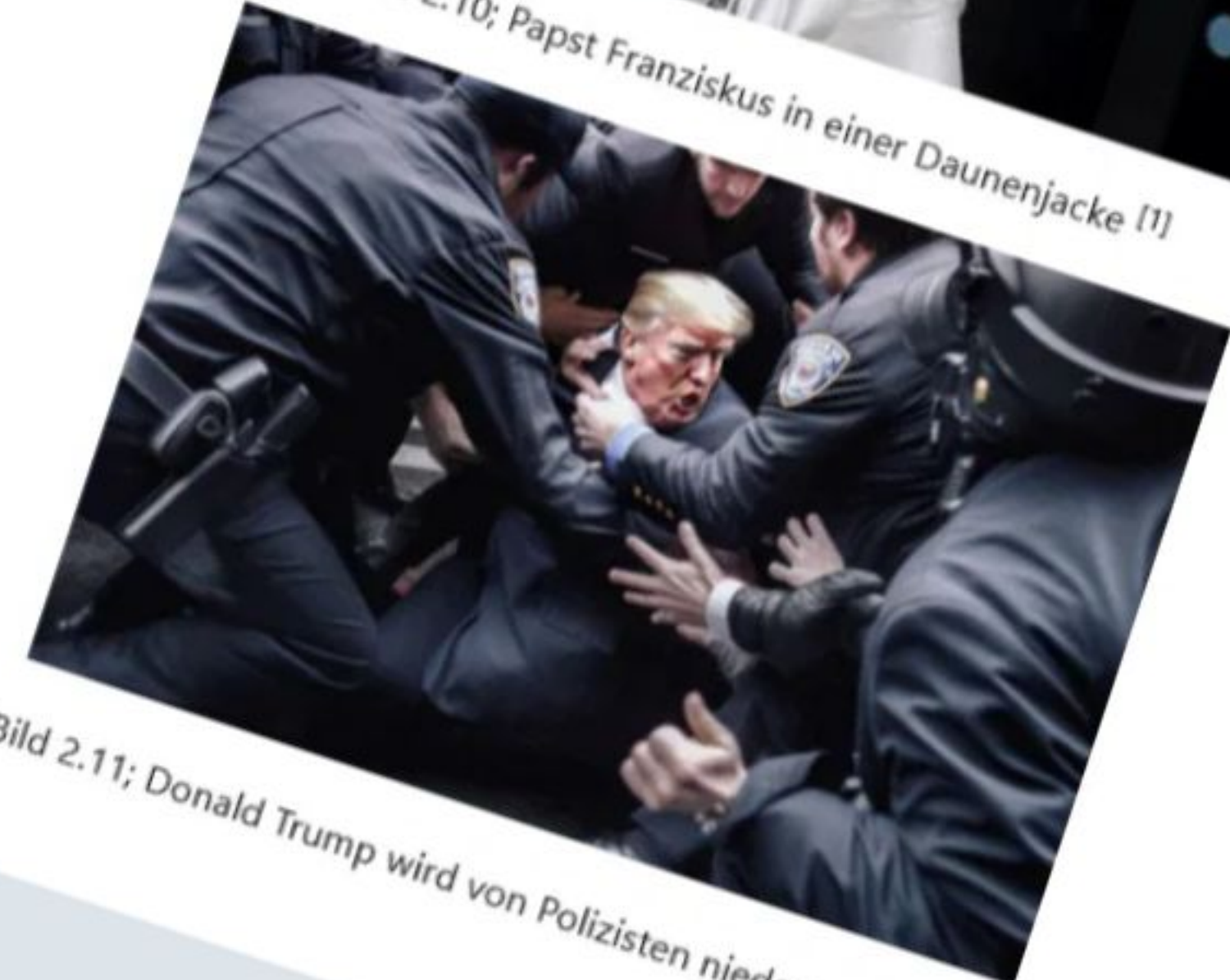


Bild 2.11; Donald Trump wird von Polizisten niedergedrückt [2]

Have a glimpse...

gesellschaftliche Strukturen.

Ein **historisches Beispiel** dafür ist die Entwicklung und Verbreitung des Telefons sowie die damit einhergehende Entstehung und Transformation des Berufs Telefonist:in.

▼ Details zur Tätigkeit von Telefonist:innen. [Ausklappen]

In den frühen Jahren des Telefons war die Vermittlung von Gesprächen eine **manuelle Tätigkeit**, die meist durch bezahlte Frauen durchgeführt wurde. Dieser Beruf bot vielen Frauen aus der Mittelschicht eine neue Möglichkeit, den Schaltzentralen leiteten die Telefonist:innen Anrufe mithilfe von Steckverbunden weiter. Erwartet wurde von ihnen Allgemeinbildung, teilweise Fremdsprachenkenntnisse und technisches Geschick, sondern auch ein hohes Maß an Anpassungsfähigkeit ^[1].



Bild 2.13: Telefonistinnen in der Zentrale von Bell Telephone, 1912, vintag.es (externer Link)

Was glauben Sie: Welche neuen Kompetenzen sind notwendig, um mit KI-Systemen im Arbeitsalltag umgehen zu können? (Mehrfachantwort möglich)

- ☐ Sinnvollen Einsatz von KI-Systemen einschätzen bzw. erkennen können.
- ☐ Wissen um die durch KI-Systemen produzierten systemischen Verzerrungen.
- ☐ Wissen um die durch KI-Systemen hervorgerufenen ökologischen Folgen.
- ☐ Wissen über die grundlegenden Funktionalitäten von KI-Systemen.

Einreichen

Level up!

Beteiligen Sie sich am Kurs, um Erfahrungspunkte zu sammeln und Ihr Level zu verbessern!

JARVIS



GESAMT 0

nächster Level in 199



Production teams

- CTL staff & 8 student assistants
- Diverse disciplinary perspectives
- Student co-creation throughout development
- Four full-day hackathons
- High value despite coordination effort



Decisions. Decisions. Decisions.

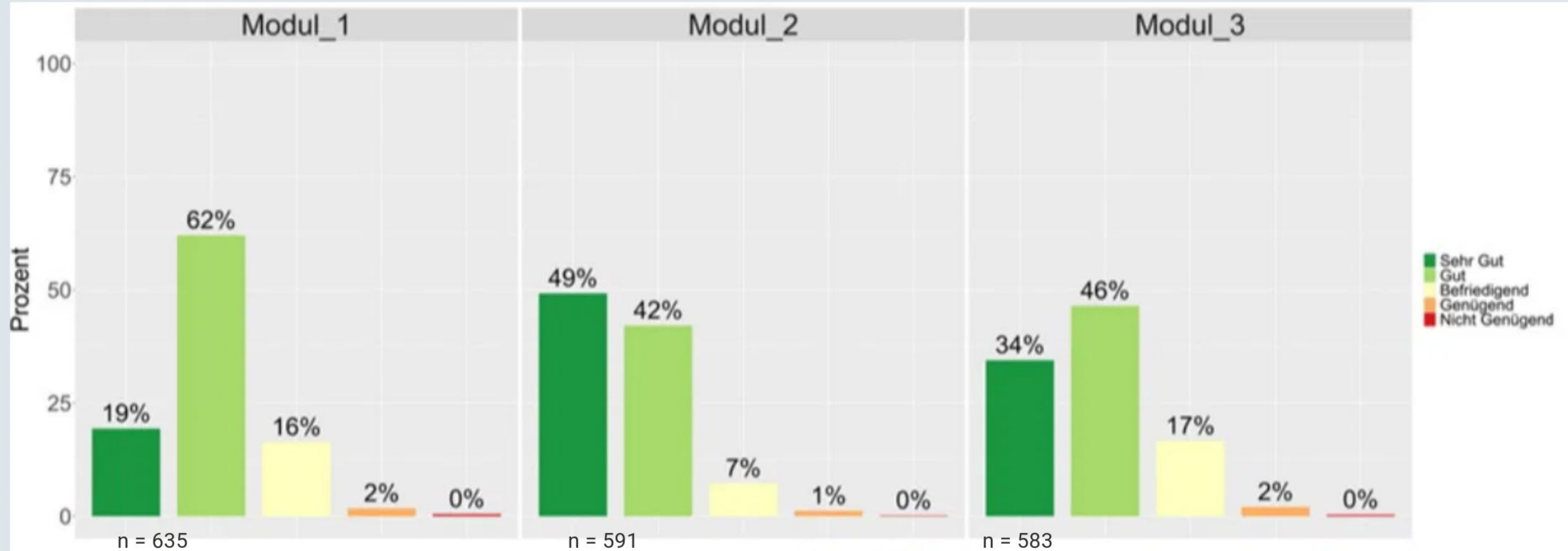
If you could freely choose: Would you rather create a course about the use of AI with the use of AI Tools or with students/lecturers?

Feel free to voice your thoughts.

Evaluation u:vie

- Short module-based evaluation: ratings, recommendations, open comments
- ~600 responses by January; nearly 2,000 responses collected to date
- Overall ratings: good to very good across all modules
- Strong feedback on clarity, structure, accessibility, and interactivity
- Students reported more critical and reflective use of AI after completing the course

"What overall grade would you give the module"



"What did you like most?" (free text response)

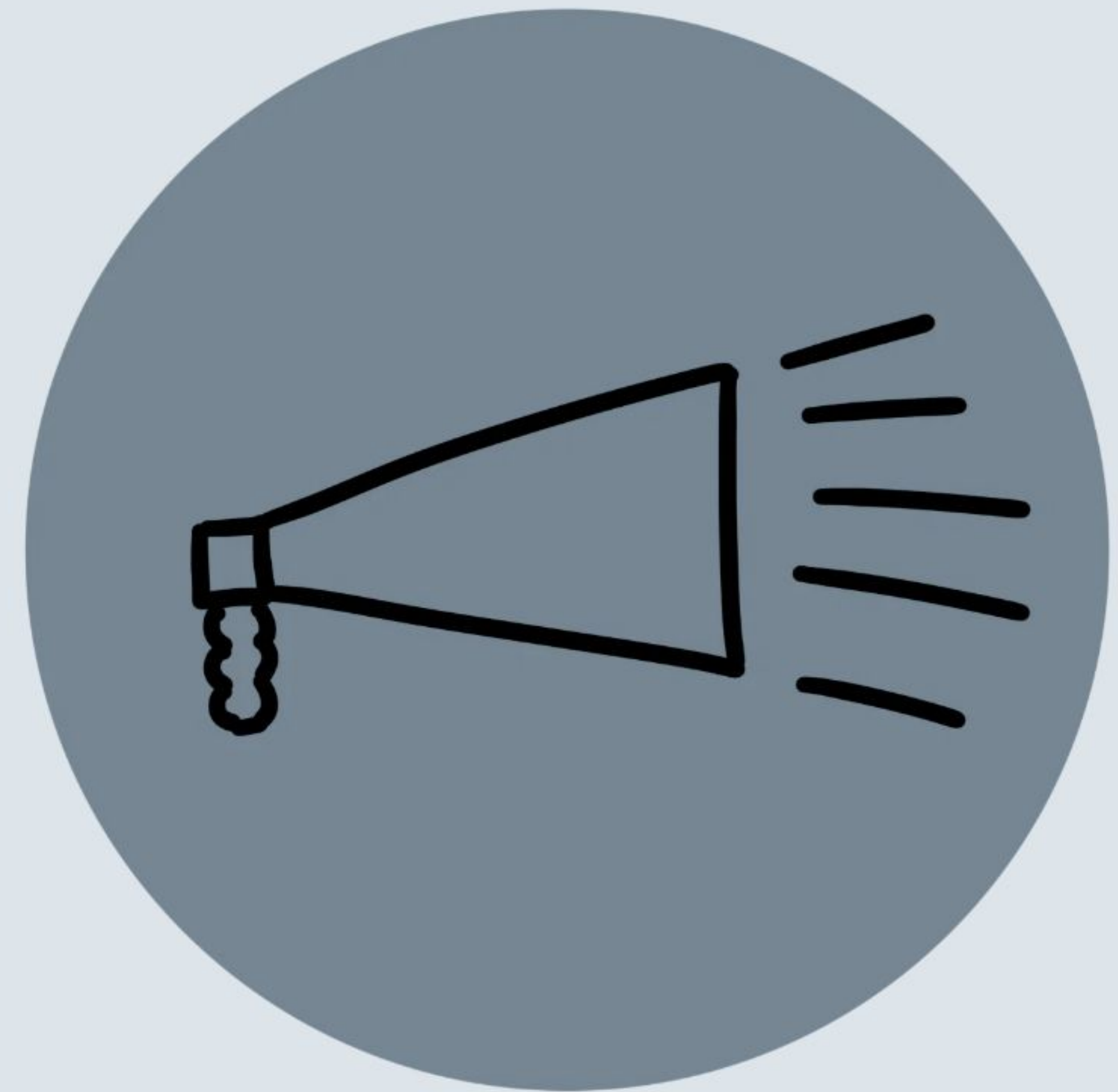


Evaluation IMC



Impact

- Rollout from one pilot faculty to 15 degree programmes
- Student co-creation proved highly valuable despite coordination challenges
- More time, earlier recruitment and clearer structures needed
- "Hackathons" emerged as a highly effective collaboration format
- Stating the obvious: AI education is ultimately about learning, critical thinking and academic development—not just about technology itself.



PREPARE!

We are coming to the final act of this interactive Discussion.

Match the Workshop Phrase to the Vibe

"Let's ideate freely!"

1

"There are no wrong answers."

2

"We're slightly over time..."

3

"Great point, let's park that."

4

C

We actually need structure, but let's pretend we don't

D

Please participate, I'm begging you

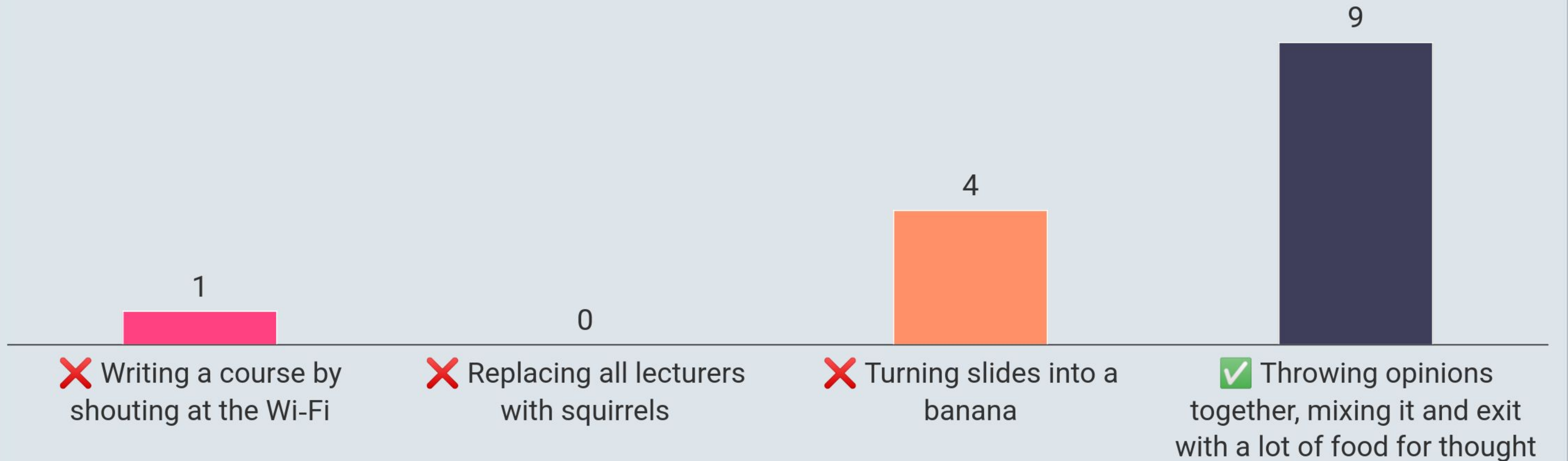
A

We are very much over time

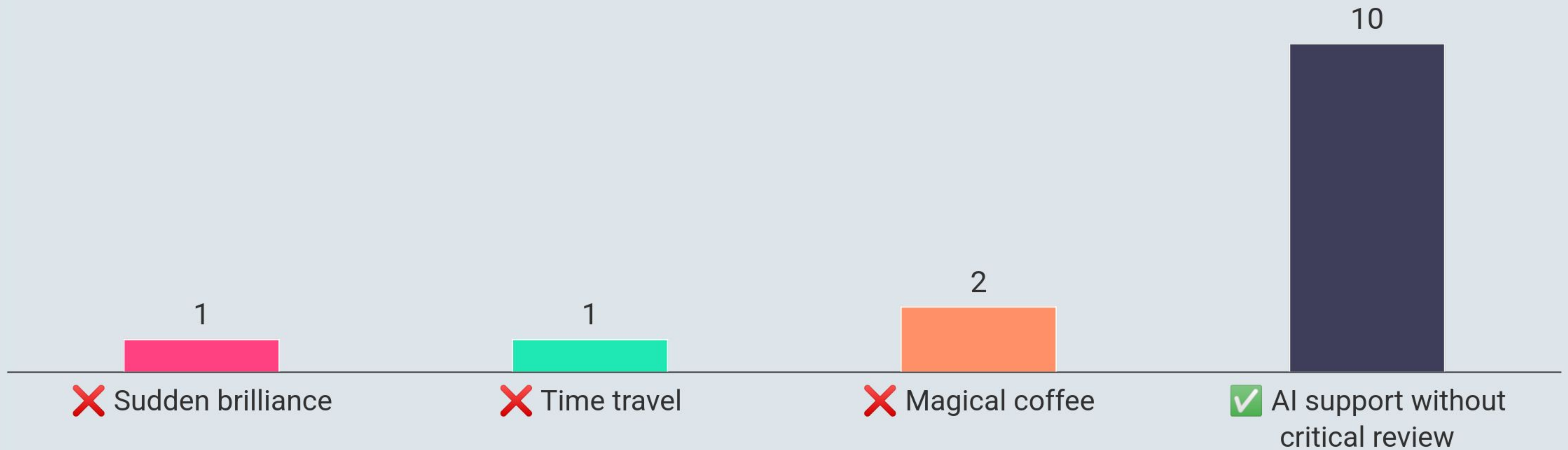
B

We are definitely not coming back to this

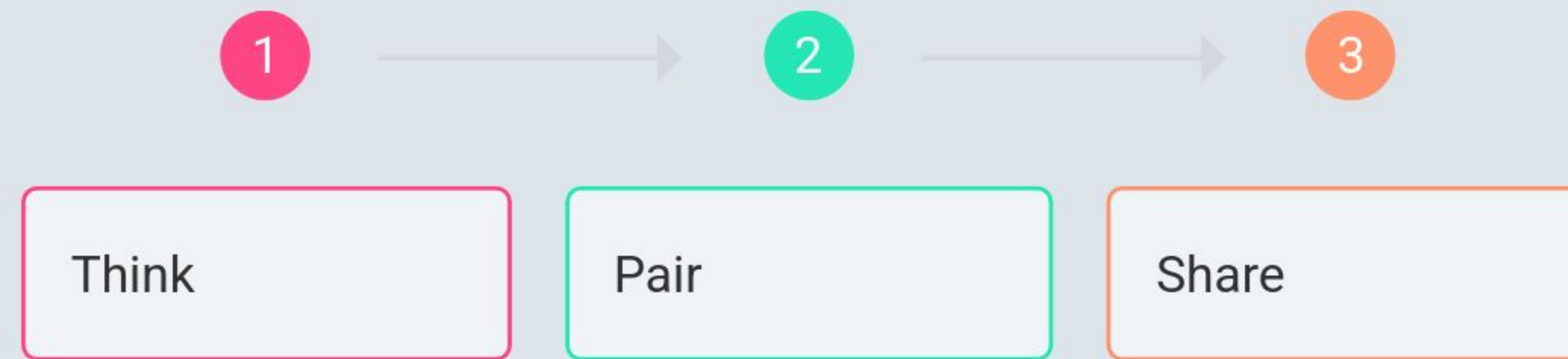
Which description best matches this presentation?



A student submits a perfectly written paper—flawless language, brilliant style, but the content feels oddly generic. What is the most likely explanation?



Put the famous process in the right order



Matching – AI Teaching Edition

"You can use AI as a support tool."

1

"Please document your AI usage."

2

"Try to critically reflect on the output."

3

"Use your own judgment."

4

B

I know you do it anyway so at least just use it as
SUPPORT

D

I want transparency, not perfection

C

Don't just copy-paste it

A

Find the bias! Don't fall for the hallucinations!

You are a course designer. Which strategy should you probably choose?



Leaderboard

14 Spieler



x 4

 Tanja hält den Rekord für die längste Serie!

Tanja

1	 Tanja		304P +304
2	 Judith		302P +302
3	 Brian		285P +285
4	 G		281P +281
5	 Louis		270P

304 Punkte



Cornelia Amon

- let's connect!



Christoph Winter

- let's connect!



Stefan Wackerlig

- let's connect!

