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Innovating Instructional Design Pedagogies: Integrating Generative AI into VoiceThread Presentations

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The rapid rise of generative artificial intelligence (AI) has created both opportunities and challenges for higher education. While these tools offer new ways to support creativity, reflection, and critical thinking, there is limited research on how they can be meaningfully integrated into authentic instructional design tasks. This project explores the use of generative AI in VoiceThread, a multimedia platform that enables students to create narrated, asynchronous presentations as part of graduate-level coursework in instructional design.

Using a design-based research approach, the study will engage master's students in three iterative cycles of course assignments where they incorporate AI into their presentation design process. Students will use AI to brainstorm ideas, draft or revise scripts, generate visuals, and reflect on what they chose to keep, modify, or reject. They will also compare AI-generated feedback with peer feedback and consider the ethical implications of AI use. Data will include VoiceThread presentations, written reflections, surveys, and interviews.

The project emphasizes innovative teaching practices by positioning AI not as a replacement for student creativity but as a scaffold that supports reflection, critical digital literacy, and authentic learning. By embedding AI use in VoiceThread assignments, students engage in situated, practice-based learning that mirrors real-world instructional design challenges. The expected outcome is a set of design principles for responsibly integrating AI into higher education pedagogies, with particular attention to balancing innovation with ethics, critical thinking, and human judgment. This research contributes to advancing the conversation on how educators can harness emerging technologies to design inclusive, engaging, and forward-thinking learning environments.