Story Board -Design & Development Phase (Storyline 360)

The following storyboard illustrates how learner research and design decisions were translated into an interactive Storyline 360 course. Annotated screenshots showcase the learning experience, interaction design, and technical features used throughout the course.

Overview

Course Title: Strategic and Ethical use of AI tools to Enhance Teaching Efficiency.

Target Audience: School Teachers (for Professional Development Module)

Authoring tool: Articulate Storyline 360

Estimated Duration : 10-15 mins

Delivery Mode: Self-paced

Key Frameworks: S.A.V.E., RGRO, AI Ethics Checklist

Course Learning Goal: Enable teachers to use AI strategically, ethically, and effectively in classroom practice.

Learning Objectives:

- Apply the S.A.V.E. framework
- Create prompts using RGRO

- Evaluate AI outputs using an Ethics Checklist

Learning Journey

1.Course Introduction

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2.Scenario hook

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3.S.A.V.E. workflow & Practice

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4.RGRO frame work & Practice

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5.AI Ethics challenge

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6.Result and Feedback branching

↓

7.AI Ethics checklist pdf download

↓

8. End of the course survey

Assessment Design	
Each assessment is intentionally aligned with specific learning objectives and builds toward the overall course goal.	
Assessment	**Purpose**
Scenario Hook (Diagnostic Assessment)	Learners respond to an initial classroom scenario to activate prior knowledge, establish a baseline understanding, and prepare for the S.A.V.E., RGRO, and AI ethics frameworks.
S.A.V.E. Framework Practice (Guided Application)	Learners apply the S.A.V.E. workflow through interactive activities and scenario-based questions, receiving immediate feedback to build confidence in evaluating AI use in classroom situations.
R.G.R.O Framework Activities (Interactive Skill Building)	Learners engage in clickable cards, sequencing, and drag-and-drop activities to practice organizing and applying the RGRO framework for creating effective AI prompts.
AI Ethics Scenario Quiz (Applied Formative Assessment)	Learners evaluate real-world classroom scenarios and choose appropriate actions, demonstrating their ability to apply ethical AI principles in practice. A cumulative score is displayed at the end with the learner's name.

Course Feedback (Reflective Assessment)	Learners share feedback through a Likert-scale survey to reflect on their experience and support course enhancement.

Technical Implementation (Variables, Triggers, and States)

These variables and triggers enhance personalization, interactivity, and mastery-based progression throughout the course.

Variable / Feature Type	Name / Example	Purpose / Instructional Use
Text Variable	**UserName**	Personalizes learner feedback and results.
Number Variable	**Ethical Quiz Score**	Tracks performance and displays quiz results.
Boolean Variable	**ScenarioCompleted / CorrectResponse**	Controls progression and conditional navigation.
State (Object-Level Logic)	**Clickable Cards (Visited / Selected)**	Provides visual feedback and supports learner interaction. .
Trigger and Conditions	**Navigation & Feedback Triggers**	Manages progression, branching, and feedback .

Story Board -Slide by Slide

Scene 1	
Slide 1.1- Course Introduction	
Slide Purpose	Introduce the course, establish learning objectives, and set expectations for learner participation.
Key Interactions	Layered content reveal, audio narration, and controlled progression through a delayed Continue button.
Storyline Features	Layer navigation, timeline triggers, audio synchronization, and controlled progression.
Design Rationale	Uses chunking and guided onboarding to orient learners, reduce cognitive load, and prepare them for subsequent learning activities.
Authoring view	

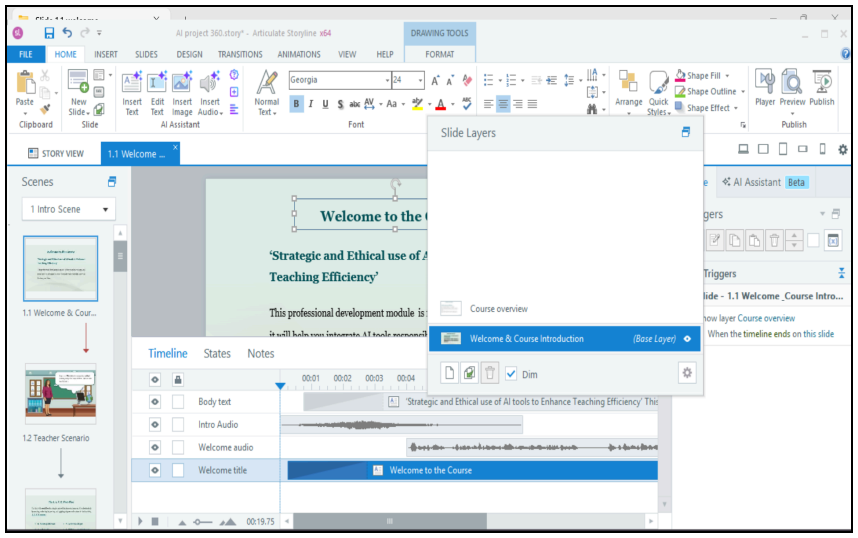


Figure 1. Course Welcome Screen (Base Layer)

Welcomes learners and introduces the course topic.

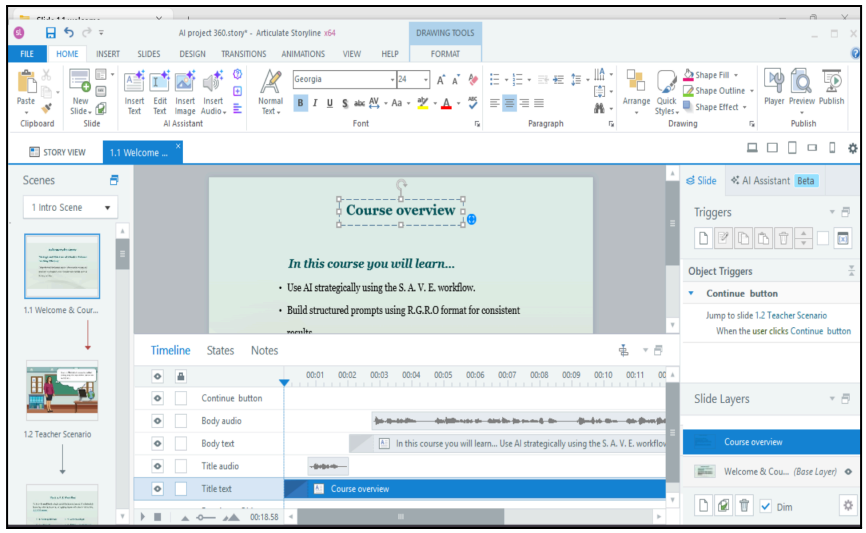


Figure 2. Course Overview and Learning Objectives Layer

Presents course objectives and learner expectations.

Slide 1.2- Teacher Scenario Hook	
Slide Purpose	Activate prior knowledge through a realistic classroom scenario and introduce AI-related decision-making.
Key Interactions	Scenario-based questioning, layered content reveal, immediate feedback, guided progression.

Storyline Features	Multiple layers, object states (Neutral, Thinking, Asking), triggers for feedback and navigation, timeline-based animations.
Design Rationale	Uses a relatable classroom scenario to increase relevance, encourage reflection, and prepare learners for applying the S.A.V.E. framework.

Authoring view

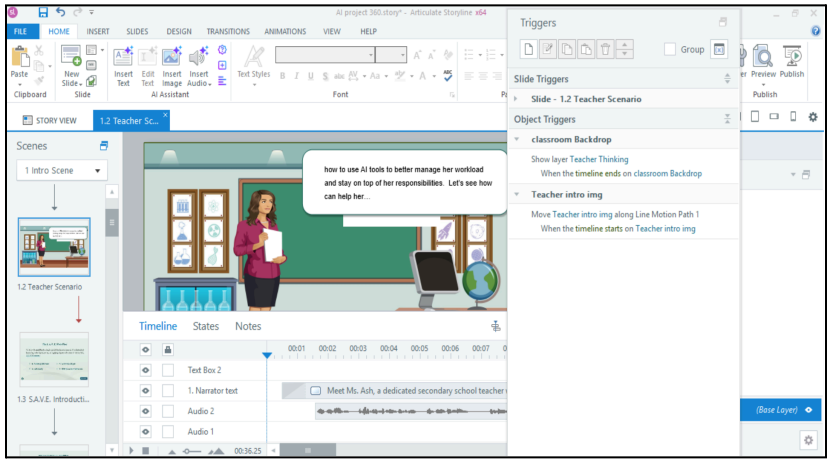


Figure 1. Base Layer – Teacher Introduction

Introduces the classroom scenario through narration and visual context. The teacher character presents the learning challenge.

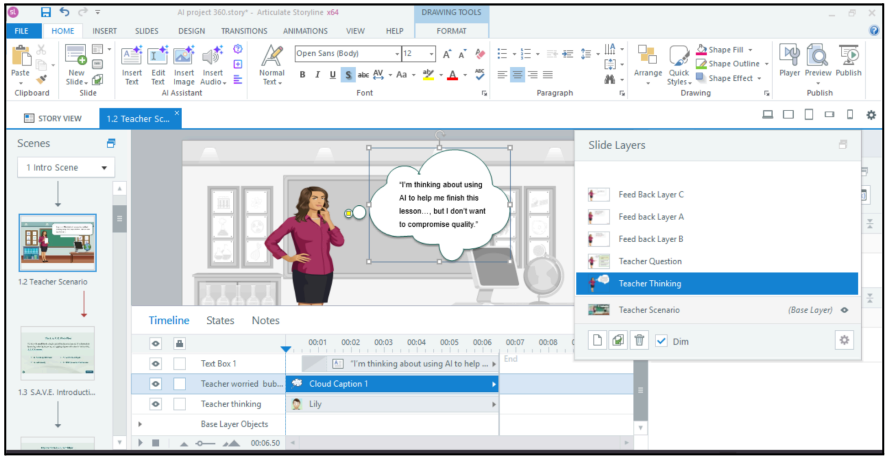


Figure 2. Thinking Layer

The teacher reflects on a classroom challenge, providing context and encouraging learners to consider possible responses before making a decision.

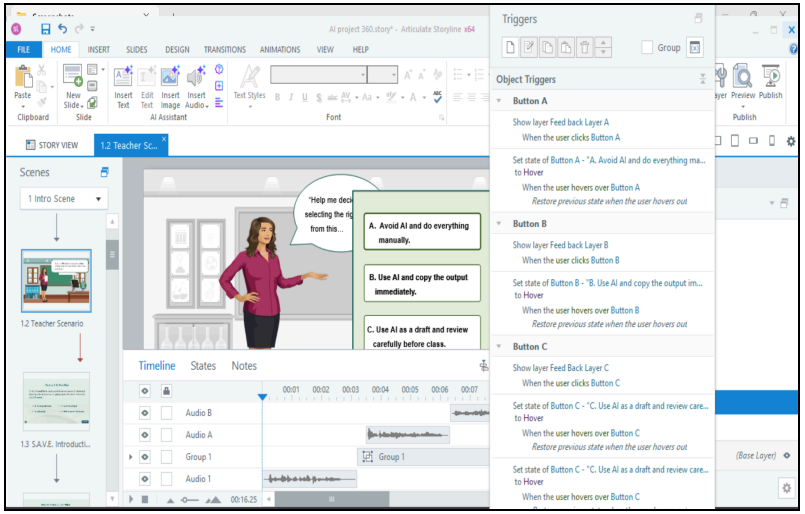


Figure 3. Question Layer

Learners select the most appropriate response. Immediate feedback is delivered through branching layers.

Figure 4. Correct Response Layer

Reinforces effective decision-making and supports guided progression through a controlled Continue button.

Slides 1.3–1.6: S.A.V.E. Framework Introduction and Guided Practice

Slide Purpose	Introducing the S.A.V.E. framework and provide guided practice in identifying its application within classroom AI-use scenarios.
Key Interactions	Animated framework introduction, clickable information cards, scenario-based multiple-choice questions with immediate feedback.
Storyline Features	Layers, triggers, states, navigation controls, feedback pop-ups, conditional progression, audio narration.
Design Rationale	Uses chunking and guided exploration to introduce the framework before requiring learners to apply it in realistic classroom scenarios. Immediate feedback reinforces understanding and supports knowledge transfer.
Authoring view	

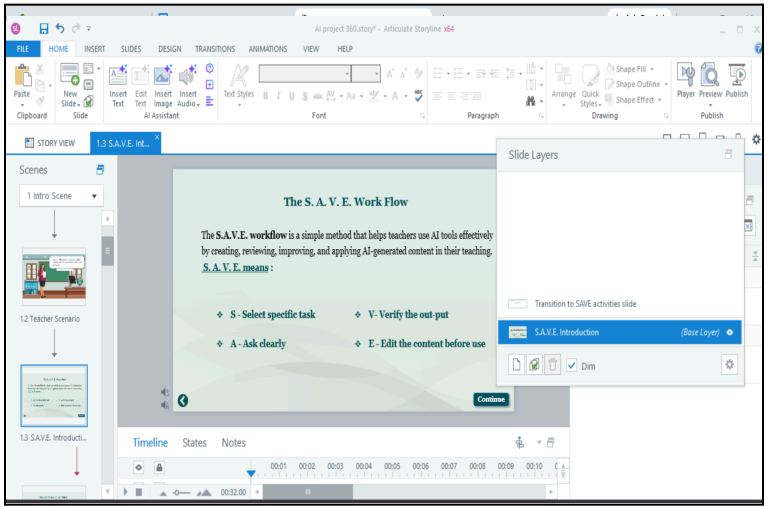


Figure 1. S.A.V.E. Framework Introduction

Introduces the S.A.V.E. model through animated content and audio narration. Learners receive an overview of the framework before applying it in practice activities.

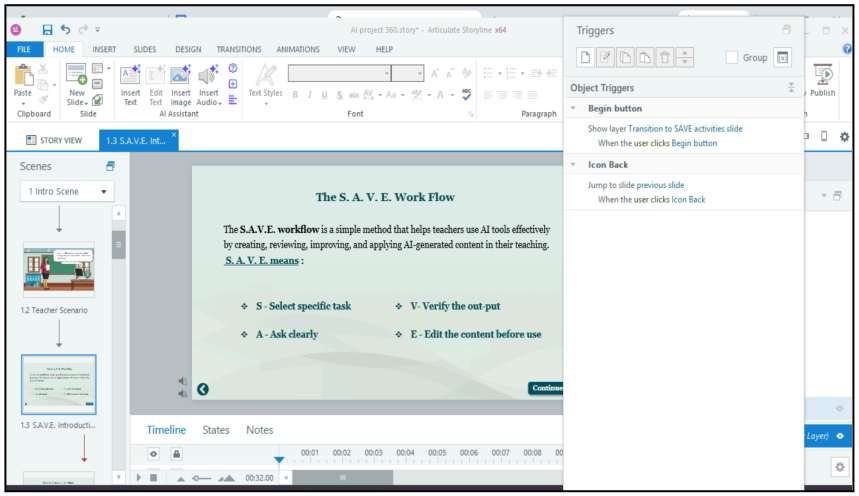


Figure 2. S.A.V.E. Framework Navigation Layer

Provides guided progression through the framework introduction. The Continue button directs learners to the guided practice activities.

Slide 1.7 to Slide 1.11: R.G.R.O. Framework Introduction and Guided Practice	
Slide Purpose	Introducing the R.G.R.O. framework and provide scaffolded practice in identifying, organizing, and applying its components to create effective AI prompts.
Key Interactions	Animated framework introduction, scenario-based decision activity, clickable information cards, sequencing activity, drag-and-drop practice, immediate feedback.
Storyline Features	Layers, triggers, object states, entrance animations, conditional navigation, feedback pop-ups, drag-and-drop interactions, variable-controlled progression.
Design Rationale	Learning progresses from framework introduction to guided exploration and increasingly complex practice activities. Immediate feedback and mastery-based progression reinforce procedural knowledge and support accurate application of the R.G.R.O. framework when creating AI prompts. Guided

exploration, sequencing, and application activities progressively build prompt-writing skills.

Authoring view

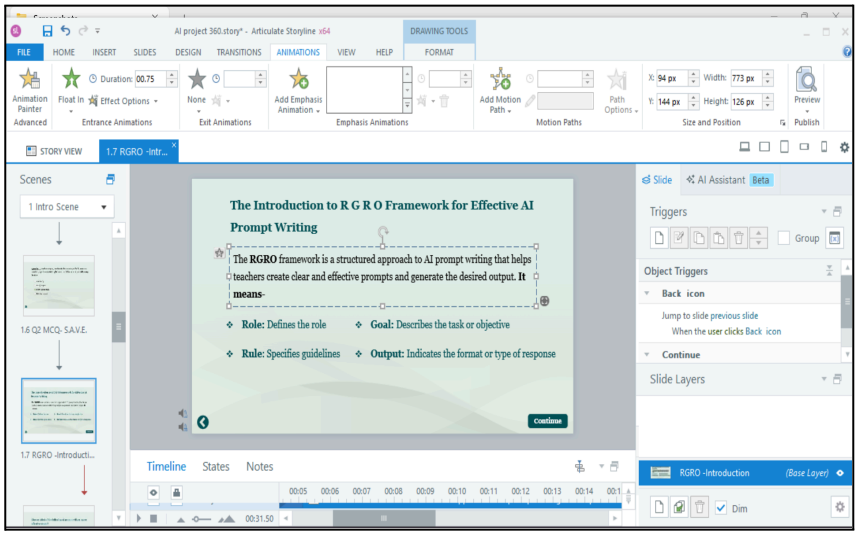


Figure 1. R.G.R.O. Framework Introduction

Introduces the R.G.R.O. framework through narrated content and animated text reveals. Learners are introduced to the four framework components: Role, Goal, Rule, and Output.

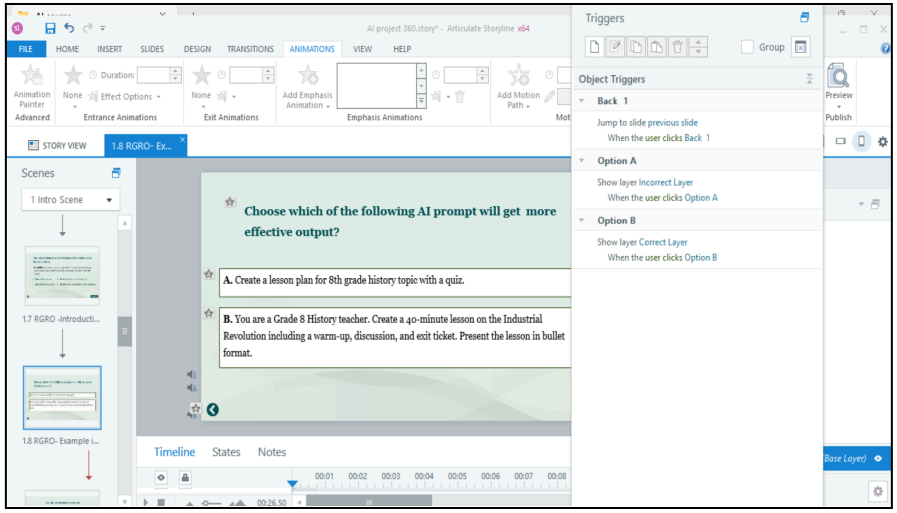


Figure 2. Scenario-Based Prompt Evaluation

Learners compare two AI prompts and identify the one that follows the R.G.R.O. structure more effectively. Immediate feedback reinforces correct prompt-design principles and supports guided progression.

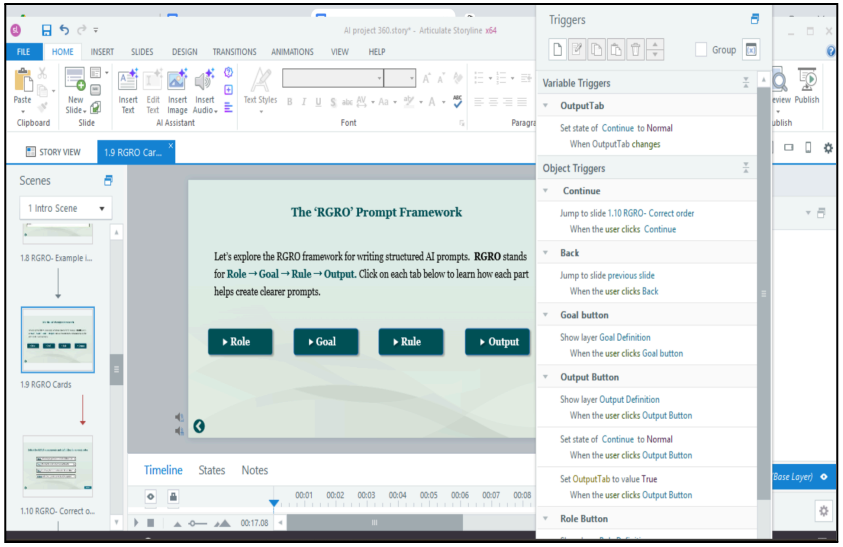


Figure 3. Interactive R.G.R.O. Cards

Learners explore clickable tabs representing each R.G.R.O. component. Selecting a tab reveals definitions and authentic classroom examples through layer-based interactions.

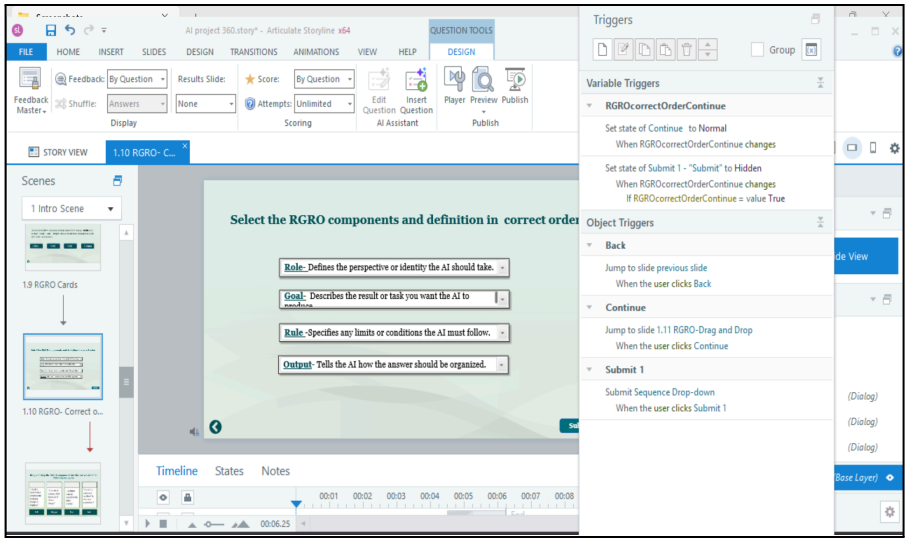


Figure 4. R.G.R.O. Sequencing Activity

Learners arrange the framework components and definitions in the correct sequence (Role → Goal → Rule → Output). Immediate feedback confirms understanding before progression.

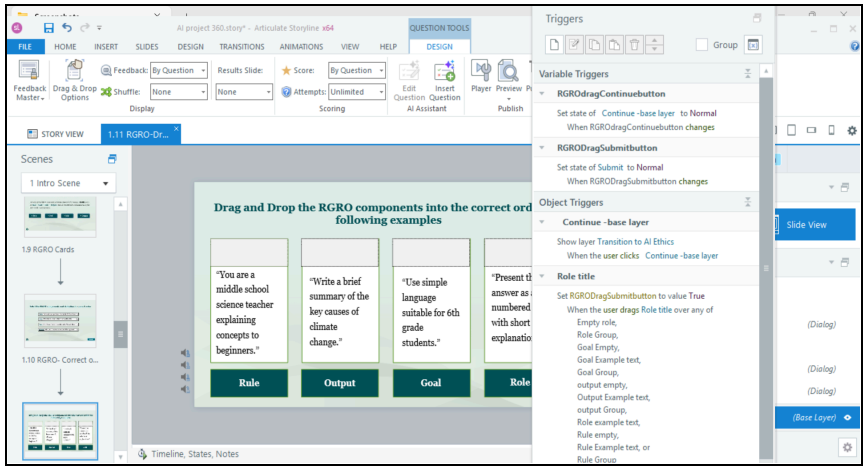


Figure 5. Drag-and-Drop Application Activity

Learners match R.G.R.O. components to corresponding prompt examples. The activity reinforces understanding of how each framework element functions within a structured AI prompt.

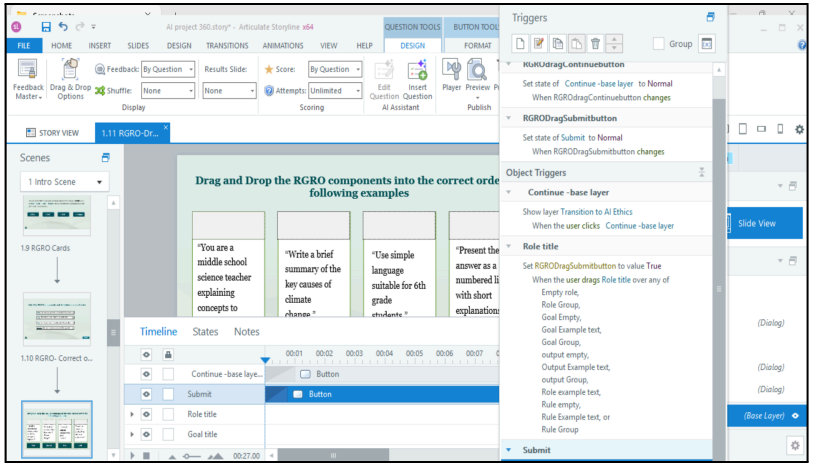


Figure 6. Trigger and Variable Logic for Drag-and-Drop Activity- Variables, triggers, and object states monitor learner responses and control progression. Submit and Continue buttons appear only after the required interactions are completed successfully.

Slides 1.12–1.16: AI Ethics Checklist Challenge and Knowledge Check	
Slide Purpose	Introduce the AI Ethics Checklist Challenge, collect learner names or initials, assess understanding through scenario-based ethics questions, calculate a score, and provide personalized results with access to supporting resources. The challenge reinforces ethical decision-making through immediate feedback and practical classroom AI-use scenarios.
Key Interactions	Text-entry field, variable tracking, scenario-based multiple-choice questions, immediate feedback layers, score calculation, personalized results, optional review pathway, and narrated guidance.
Storyline Features	Text-entry variables, conditional triggers, score variables, feedback layers, object states, branching navigation, personalized text references, audio narration, and resource download guidance.

Design Rationale	Learners apply ethical AI concepts in authentic classroom scenarios and receive immediate feedback. Personalized scoring and optional review opportunities support mastery learning while encouraging continued use of the AI Ethics Checklist as a practical classroom resource.

Authoring view

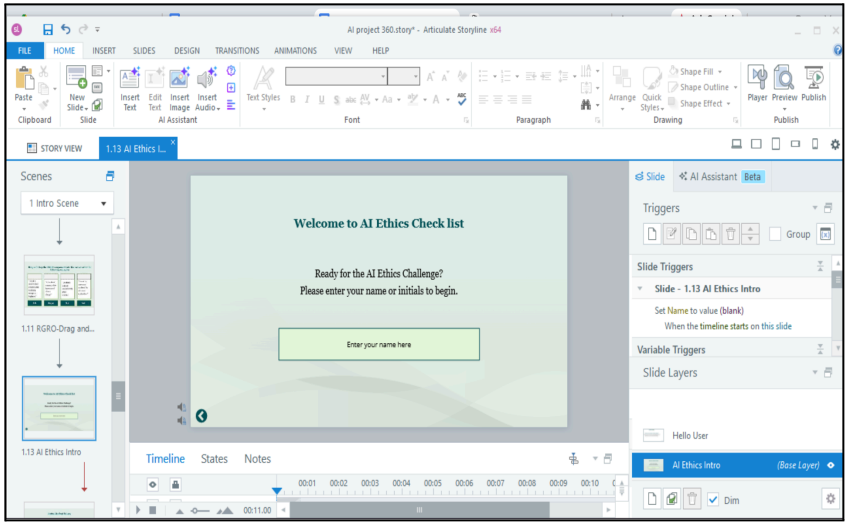


Figure 1. AI Ethics Challenge Introduction and Name Entry

Learners are welcomed to the AI Ethics Checklist Challenge and prompted to enter their name or initials. A text-entry

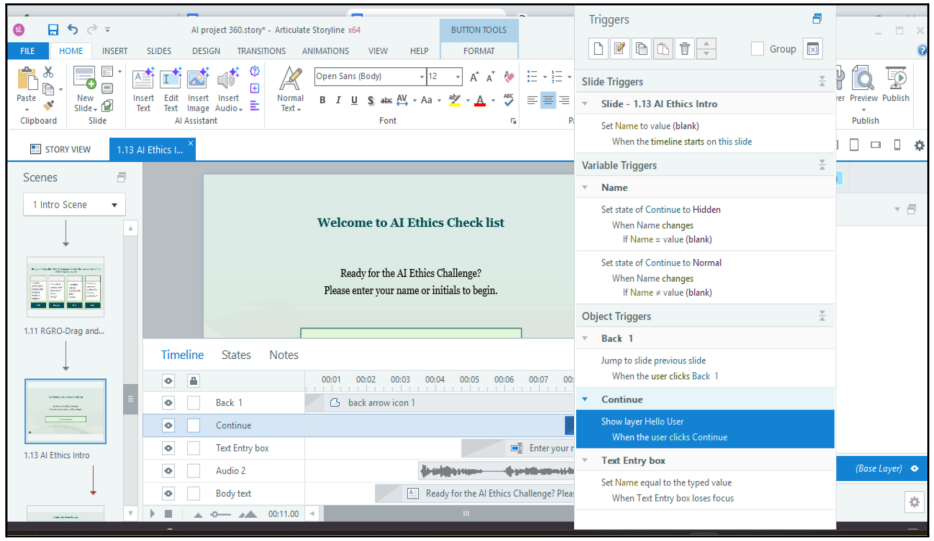


Figure 2. Variable and Trigger Configuration

Triggers monitor the text-entry variable and automatically enable progression when a valid learner name is entered. The stored value is later displayed on the personalized results screen.

field stores the response in a variable and enables progression once a valid entry is provided.

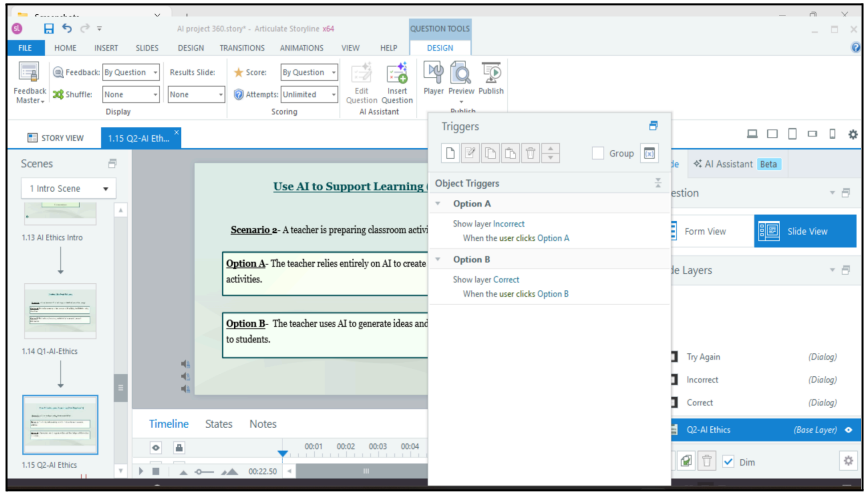


Figure 3. AI Ethics Knowledge Check Question

Learners review classroom-based AI ethics scenarios and select the most appropriate response. Each question targets a key ethical practice, such as protecting student privacy, ensuring transparency, or verifying AI-generated information.

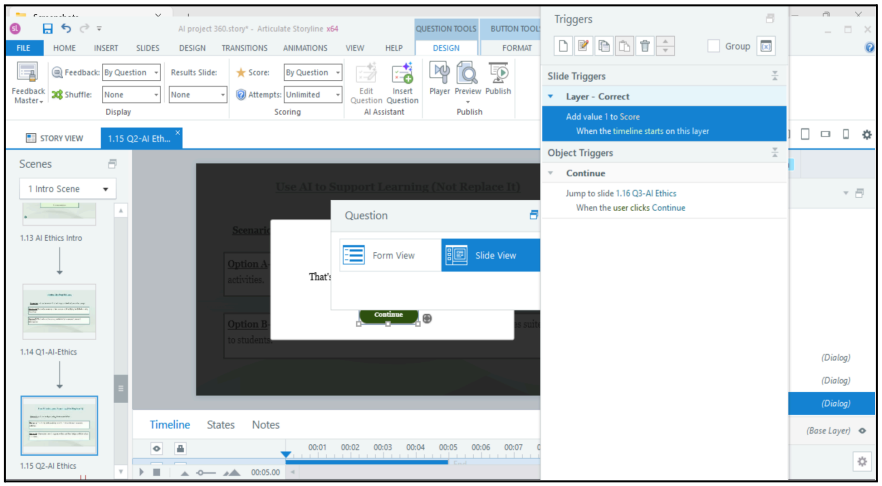


Figure 4. Immediate Feedback and Scoring Logic

Immediate feedback is provided after each selection to reinforce ethical decision-making. Correct responses contribute to the learner's score, while incorrect responses require additional review before progression.

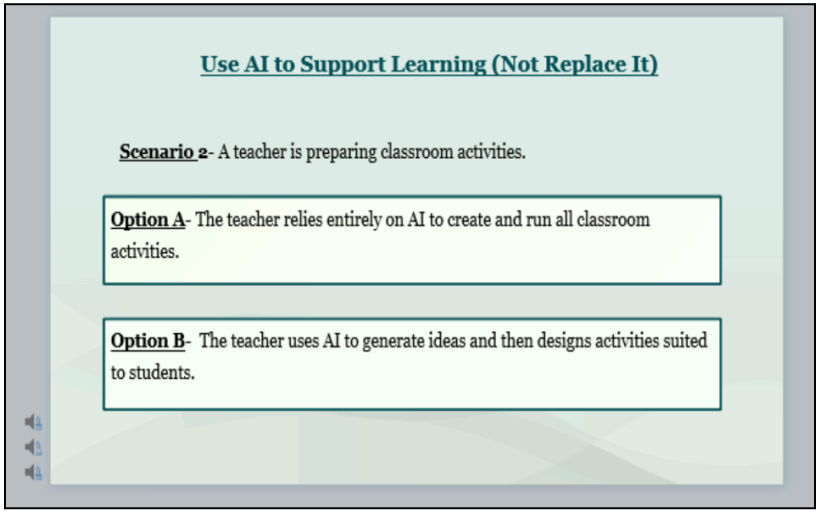


Figure 5. Mastery-Based Progression

Progression is controlled through triggers that unlock navigation only after the correct response is selected. This approach ensures learners engage with the intended ethical practice before moving forward.

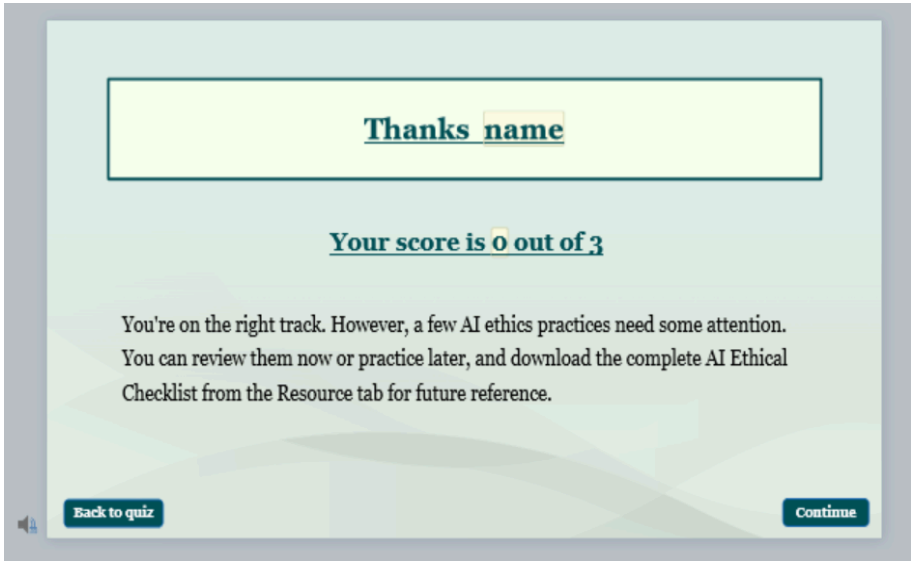


Figure 6. Personalized Results Screen

Learners receive personalized results displaying their name and cumulative score. Targeted feedback reinforces key ethical concepts and summarizes performance.

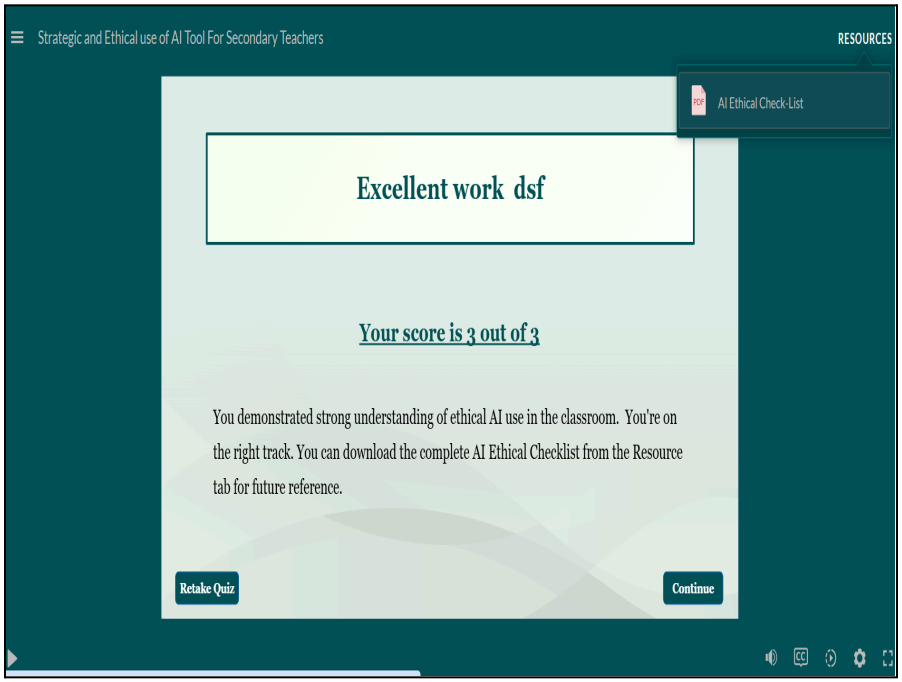
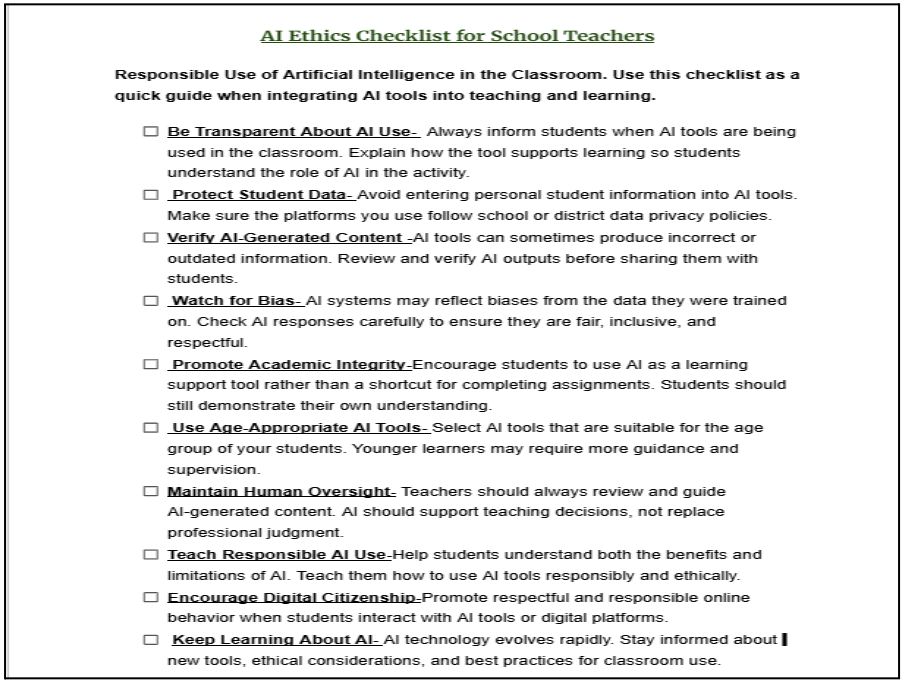


Figure 7. Review and Practice Option

Learners may revisit the first ethics question to practice again and improve understanding. This optional review pathway supports self-directed learning and reinforcement.



AI Ethics Checklist for School Teachers

Responsible Use of Artificial Intelligence in the Classroom. Use this checklist as a quick guide when integrating AI tools into teaching and learning.

- ☐ **Be Transparent About AI Use-** Always inform students when AI tools are being used in the classroom. Explain how the tool supports learning so students understand the role of AI in the activity.
- ☐ **Protect Student Data-** Avoid entering personal student information into AI tools. Make sure the platforms you use follow school or district data privacy policies.
- ☐ **Verify AI-Generated Content -**AI tools can sometimes produce incorrect or outdated information. Review and verify AI outputs before sharing them with students.
- ☐ **Watch for Bias-** AI systems may reflect biases from the data they were trained on. Check AI responses carefully to ensure they are fair, inclusive, and respectful.
- ☐ **Promote Academic Integrity-**Encourage students to use AI as a learning support tool rather than a shortcut for completing assignments. Students should still demonstrate their own understanding.
- ☐ **Use Age-Appropriate AI Tools-** Select AI tools that are suitable for the age group of your students. Younger learners may require more guidance and supervision.
- ☐ **Maintain Human Oversight-** Teachers should always review and guide AI-generated content. AI should support teaching decisions, not replace professional judgment.
- ☐ **Teach Responsible AI Use-**Help students understand both the benefits and limitations of AI. Teach them how to use AI tools responsibly and ethically.
- ☐ **Encourage Digital Citizenship-**Promote respectful and responsible online behavior when students interact with AI tools or digital platforms.
- ☐ **Keep Learning About AI-** AI technology evolves rapidly. Stay informed about new tools, ethical considerations, and best practices for classroom use.

Figure 8. Resource Guidance and Narrated Support

Audio narration and on-screen guidance encourage learners to download the AI Ethics Checklist for future classroom reference. Learners may then continue to the course completion section.

Slides 1.17–1.18: Course Feedback, Completion, and Exit	
Slide Purpose	Collect learner feedback regarding the course experience and conclude the training with a course completion message.
Key Interactions	Likert-scale survey, submit button, state changes, completion navigation, course exit screen.
Storyline Features	Survey question slide, radio-button scale selections, trigger-based button states, learner feedback submission, navigation controls.
Design Rationale	Provides an opportunity for learners to reflect on the learning experience and share feedback while supporting continuous course improvement. The final slide reinforces course completion and acknowledges learner participation.
Authoring view	

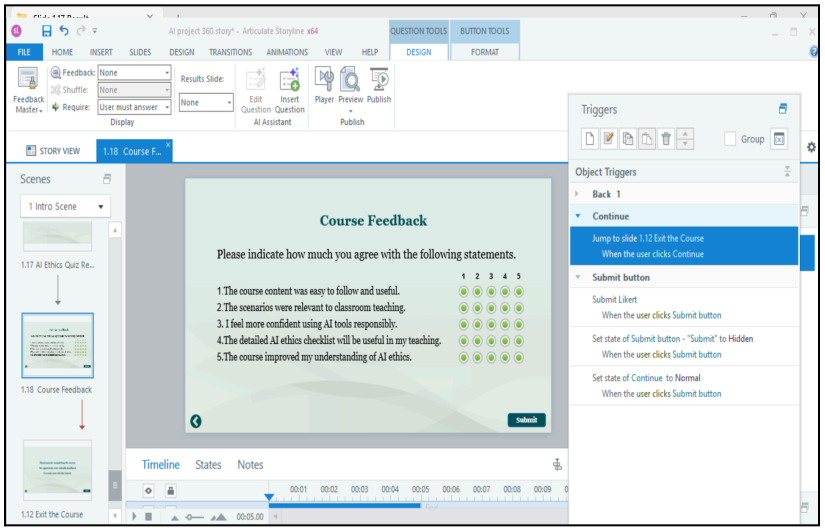


Figure 1. Course Feedback Survey

Learners complete a five-question course evaluation using a five-point Likert scale. The survey gathers feedback on course usability, relevance, confidence in AI use, and overall learning effectiveness.

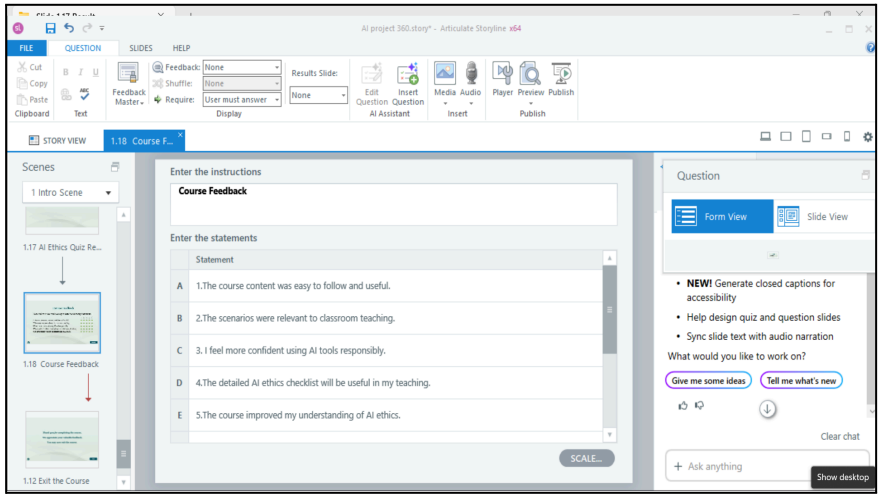


Figure 2. Survey Configuration and Form View

The survey slide is configured as a Likert-scale interaction within Storyline. Each statement is associated with a rating scale, enabling learners to provide structured feedback across multiple evaluation criteria.

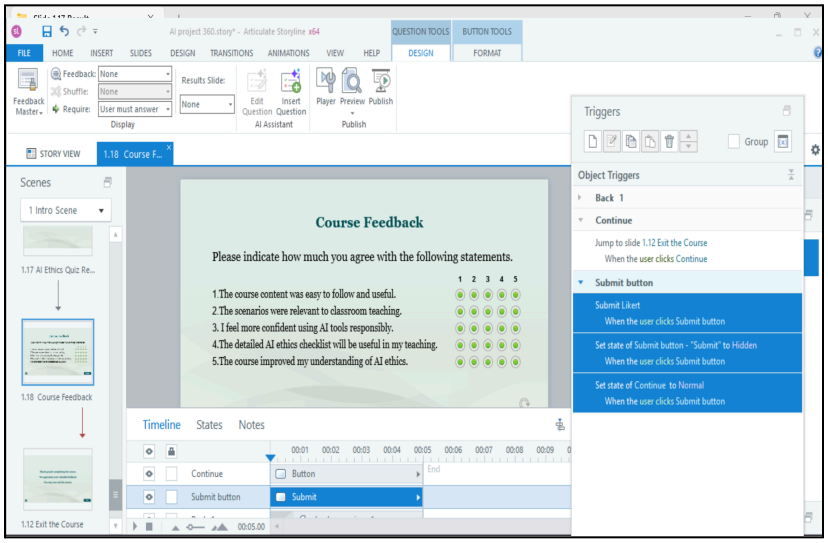


Figure 3. Feedback Submission Triggers

Trigger-based interactions record learner responses and enable progression after submission. This ensures feedback is completed before learners proceed to the course completion screen.

Figure 4. Course Feedback Interaction

Shows the learner-facing feedback survey with five evaluation statements and a five-point rating scale. Responses are submitted before progressing to course completion.

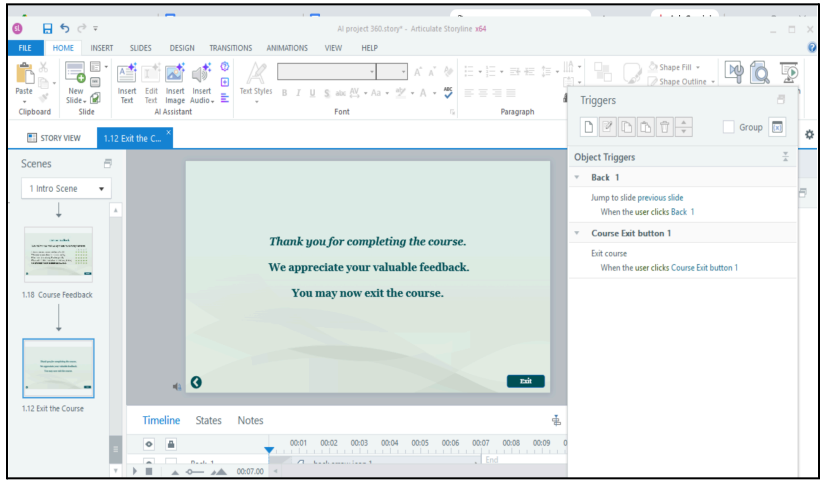


Figure 6. Exit Course Trigger Configuration

Shows the trigger setup used to exit the course when the learner selects the Exit button. Navigation is controlled through Storyline triggers to provide a structured course conclusion.

Figure 5. Course Completion Screen

Displays the final course completion message and acknowledges learner participation. The screen provides a clear endpoint to the learning experience before exiting the course.