

AI and Digital Literacy

Teaching and Learning Story

TASK DESIGN	
Learning Experience Title	<i>Digital Email Marketing with AI Content</i>
Grade	12
Learning Area(s)	Applied Design, Skills, and Technologies: Digital Media Development 12
Curricular Competencies	Applied Technologies <ul style="list-style-type: none"> Explore existing, new, and emerging tools, technologies, and systems to evaluate their suitability for their design interests Evaluate impacts, including unintended negative consequences, of choices made about technology use Analyze the role technologies play in societal change Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies
Curricular Content	<ul style="list-style-type: none"> principles of 2D graphic design tools and techniques for image manipulation principles of user-centred design design cycle design opportunities appropriate use of technology, including digital citizenship, etiquette, and literacy ethics of cultural appropriation interpersonal skills, including ways to interact with clients
Links to Core Competencies	Communication <ul style="list-style-type: none"> Communicating Personal and Social <ul style="list-style-type: none"> Personal Awareness and Responsibility Social Awareness and Responsibility
Links to First Peoples Principles of Learning	<ul style="list-style-type: none"> 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	
<p>Students will explore different email marketing tools to better understand how an organization could communicate with its constituents and/or customers. Students will explore the technologies involved in email marketing, using AI to generate filler content as they learn the technical and design aspects of the platform they are using.</p>	

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LEARNING STORY

PLANNING

Prior to the lesson, students were asked to select a holiday or celebration that they would like to promote to a group of people by using an email marketing platform they will explore in class. Students were also asked to find a handful of people with whom to share their marketing emails.

TEACHING

1. Introduce students to the email marketing platform that will be used and have them create an account. Information was shared on how to add content (images, video, and/or text).
2. Time was given to students to experiment with the platform independently.
3. More advanced features of the platform such as layout and design, were introduced.
4. Students were encouraged to use AI text and image generators to create the filler content for their designs. The abundance of text and images allowed students to grapple with more advanced features such as columns in layout and wrapping text around images.
5. Students engaged in conversations about authentic voice versus commodity writing.
 - Would you write your wedding vows or parents' eulogy using AI?
 - When is it okay to use AI for content, and when might it be detrimental to relationships (interpersonal relationships and/or relationships with customers)?
6. Throughout the year, students will develop these email marketing campaigns and submit them to their web portfolios for summative assessment. Formative feedback will be given during the teacher's review of the students' drafts.

The following are example images of the instruction and overviews provided to students as they are introduced to the activity.

The image displays a collage of screenshots from an email marketing platform. On the left, a 'Recent growth' dashboard shows 'No contacts were added to this audience in the last 30 days' and a table with columns for 'New Contacts', 'Subscribed', and 'Non-Subscribed'. In the center, a 'Tags' table lists contact groups like 'StephanieGuests' (49), 'Confirmed Guests' (44), 'PeterGuests' (31), 'RSVP Peter' (27), and 'RSVP Step' (17). On the right, a 'Create' sidebar lists menu items like 'Campaigns', 'Audience', 'Analytics', and 'Website'. In the foreground, a 'Subject' and 'Send time' configuration window is open, showing options for 'Send time' (Draft new) and 'Content' (Add a required footer badge, Add a plain text version, etc.). A 'Share Your Email' window is also visible at the bottom.

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ASSESSMENT

STUDENT A

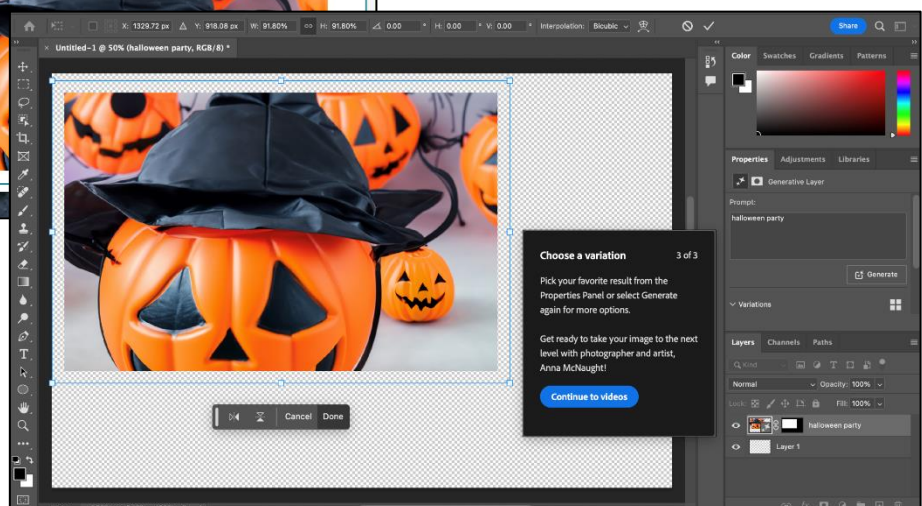
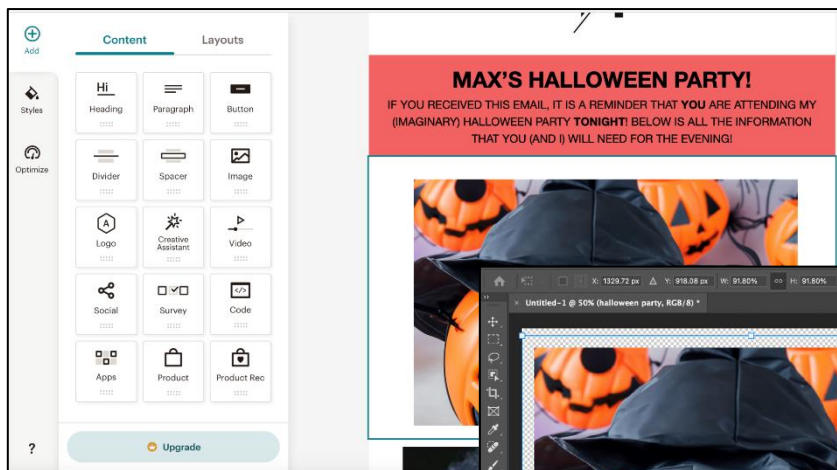
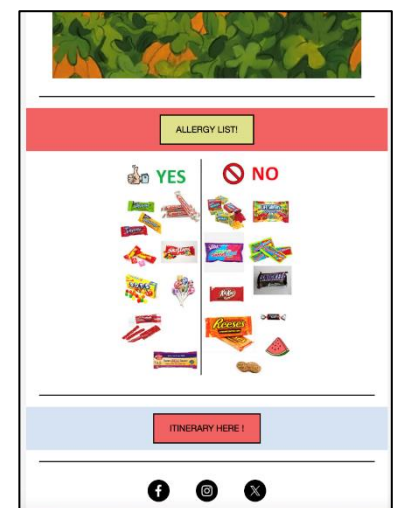
TEACHER OBSERVATIONS AND STUDENT WORK

Students experimented with different versions of their newsletters, ranging from stock images to generative AI versions. Students also experimented with various content categories within the online marketing tools (see images).

Students used AI to generate a custom image for the newsletter.

Student A was excited to see the capabilities of AI and commented on the ways that it could save him time (instead of searching endlessly for specific images).

Student A needed an account upgrade from our IT department to access the Adobe Creative Cloud suite. This was a minor impediment but was remedied quickly. However, when teaching with digital tools, tech glitches, and needs can arise amid a lesson and is something that needs to be considered and planned for.



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STUDENT B

TEACHER OBSERVATIONS AND STUDENT WORK

Students experimented with different mail campaign designs. They noted the different style and look of early generative AI images and how they tend to differ from the look of real photos. This inspired a further discussion of ethics and the uncanny valley phenomenon, a concept in robotics and artificial intelligence where something looks or acts almost like a human, but is not quite right, causing people to feel uneasy. However, as technology approaches this point it has been noted that AI may become increasingly harder to detect in the future. This was an exciting conversation about the ethics of AI and when its use may be problematic.

For Student B, a talented graphic artist, this activity inspired conversations about the role of graphic artists in the future, given the incredible capabilities of AI and its ongoing advancements. We also spoke about the career and job implications for people whose careers may be displaced by AI.



KIARA'S HALLOWEEN PARTY

Kiara is hosting her annual Halloween costume party today! Press the link below to see locations and venues as well as the costumes, attendees, and potluck list!



Location and Venue here

View Attendance, Costumes, and Potluck Items here



Teacher reflections

Students found this lesson engaging and valuable, appreciating both the technical guidance and discussions on AI ethics, which were pertinent to their future careers after graduation.