

IDE 631: Team V2W Project Report

Integrate and Implement Otter.AI in District 1 Schools

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IDE 631 – Instructional Design and Development I

10 November 2025

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Abstract: This project addresses the State School Board’s initiative to integrate and implement Otter.AI, an Artificial Intelligence (AI) tool, in District 1 schools. Although schools in District 1 received funding for modern AI technology and an informational briefing on the State’s mandate to modernize and enhance the 8th-grade English Language Arts (ELA) curriculum using Otter.AI, there is no evidence that District 1 educators have applied the AI resources. The proposed instructional solution provides specified professional development to equip teachers with the knowledge and skills to confidently integrate, implement, and employ Otter.AI to enhance the 8th-grade ELA curriculum. A 90-minute prototype training session provides District 1 educators with foundational knowledge to achieve buy in on Otter.AI effectiveness and help them gain confidence in adopting emergent technology to enhance the learning environment. Additionally, the instruction modules model effective classroom integration for lesson planning, product development, and practical application exercises for formative and summative assessment, and personalized feedback. Finally, through clear implementation and evaluation strategies, the initiative aims to expand adoption across District 1, maintain consistent use over time, and produce evidence-based results showing gains in student learning.

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Instructional Analysis: Performance Statement

Problem Statement: District 1 educators are not using Otter.AI, despite state-funded mandate to implement technology upgrades to enhance and modernize ELA instruction.

Competent Performance: Educators intentionally integrate Otter.AI into ELA lesson design and delivery to enhance student engagement, improve comprehension, and raise measurable learning outcomes.

Performance Problem: Although Otter.AI is readily available for classroom use, educators lack sufficient training and structured practice to confidently apply these technologies effectively.

Analysis: Audience & Work/Learning Environment

Audience Profile: The target audience consists of District 1 middle-school educators with extensive experience in traditional teaching methods. Most began their careers before digital tools became central to instruction. They possess strong content knowledge and classroom-management skills but limited technical fluency with AI-based applications. Their willingness to learn is high when support and relevance to student success are evident.

Learning and Working Environment: The working environment for these educators is characterized by several factors that significantly impact their professional lives and their confidence to adopt new technologies:

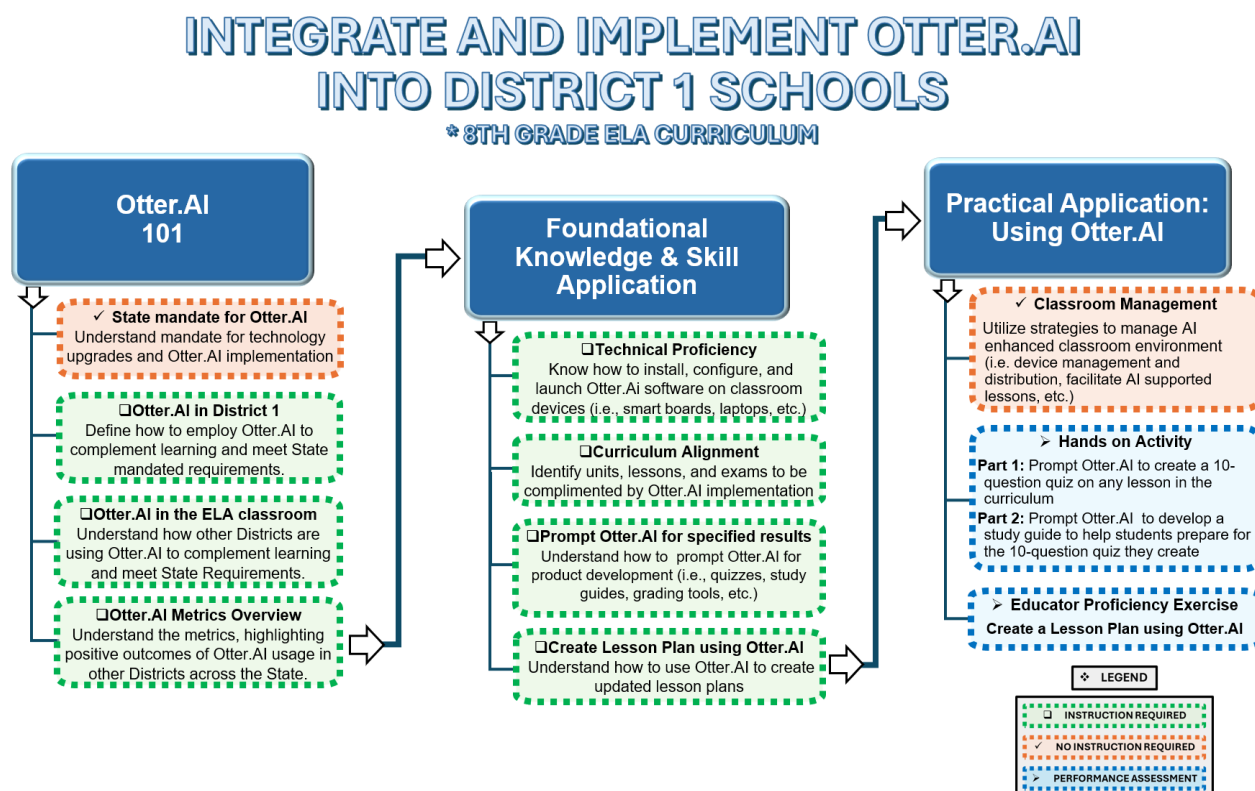
- Established Routines and Workload: These teachers rely on long-established, traditional teaching routines that have proven effective. Their demanding work schedules, which involve extensive hours outside the classroom for lesson planning, grading, and parent communication, further limit their time for professional development and technology integration.
- School Culture and Leadership: While many educators benefit from a collaborative school culture and maintain positive relationships with colleagues, there is a prevailing sense that school leadership support for ongoing professional growth is limited. Opportunities for structured training and re-training are infrequent, leaving teachers without the necessary guidance to confidently integrate new technologies such as AI into their instruction. This lack of sustained professional development contributes to feelings of stagnation and underappreciation, ultimately affecting motivation and innovation in the classroom.
- Technical Infrastructure and Support Systems: Although classrooms are equipped with upgraded devices and access to AI applications such as Otter.AI, the district's technical infrastructure and support systems are not fully aligned with educators' instructional needs. Routine maintenance and troubleshooting assistance are available, but limited integration coaching and follow-up guidance make it difficult for teachers to translate these tools into meaningful classroom practice. As a result, the technology's potential remains underutilized, and teachers often depend on peer collaboration rather than structured institutional support to resolve implementation challenges.
- Stress and Burnout: Many educators are highly stressed and experience burnout due to overwhelming workloads, insufficient support, and student-related challenges. Emotional exhaustion is a self-reported issue, particularly among District 1 educators where the majority are older teachers.

Content Analysis: To be considered competent in the context of Otter.AI integration, educators must master several key areas, ranging from foundational knowledge to AI technology integration, implementation, and practical application.

Educators must first understand the basics surrounding AI concepts specific to education, and why Otter.AI is the State's tool of choice. Practically, they must be able to employ Otter.AI to enhance ELA instruction across various functions, such as lesson planning, product development, providing formative feedback, and differentiating content for diverse learners. Beyond implementation, a critical component is the ability to evaluate the effect of Otter.AI on both student engagement and learning outcomes.

These competencies build upon prerequisite skills, including basic computer literacy, proficiency in lesson planning, and a strong familiarity with instructional goals and assessment alignment. The primary instructional focus should be threefold: identifying which instructional goals are best supported by state-funded AI tools, designing lesson activities that explicitly align AI use with learning objectives, and finally, effectively implementing Otter.AI into the curriculum.

Content Hierarchy:



Design – Content, Instructional Goals, Objectives, Assessments

Summarize relationships between performance and content:

Performance	Content
Understand Otter.AI's capabilities and ability to enhance learning in District 1 classrooms	Overview of use cases and metrics demonstrating increased performance in other Districts throughout the State.
Integrate Otter.AI into District 1 Schools	Establish Otter.AI technical support, knowledge management, software licensing, software installs, device tracking, etc.
Implement Otter.AI into lesson planning and product development	Aligning objectives, lesson planning, classroom activities, and assessments. Familiarization and hands-on practice on Otter.AI's features, functions, and applications.
Evaluate Otter.AI's impact on learning	Data collection, reflection, student engagement, educator feedback, formative and summative assessments, and continuous improvement methods.

Instructional Goals:

To develop educators' understanding and confidence in the state-funded and mandated use of Otter.AI as a cornerstone technology to enhance and modernize the academic curriculum. Provide District 1 educators with technical knowledge and ability to integrate, design, and implement Otter.AI into the learning environment.

Learning Objectives:

Cognitive Domain

1. Explain how to analyze classroom needs and identify specific learning objectives.
2. Implement lesson plans that support students' critical thinking and active learning.
3. Evaluate the effectiveness of AI integration using student performance data and feedback.

Affective Domain

4. Value the role of technology-enhanced instruction as a means to improve learning.
5. Demonstrate commitment to ongoing improvement through reflective practice and collaboration.

Psychomotor Domain

6. Operate Otter.AI accurately during instructional activities.
7. Facilitate AI-supported lessons using proper classroom and technology-management techniques.

Summarize relationships among goals, objectives, and assessments

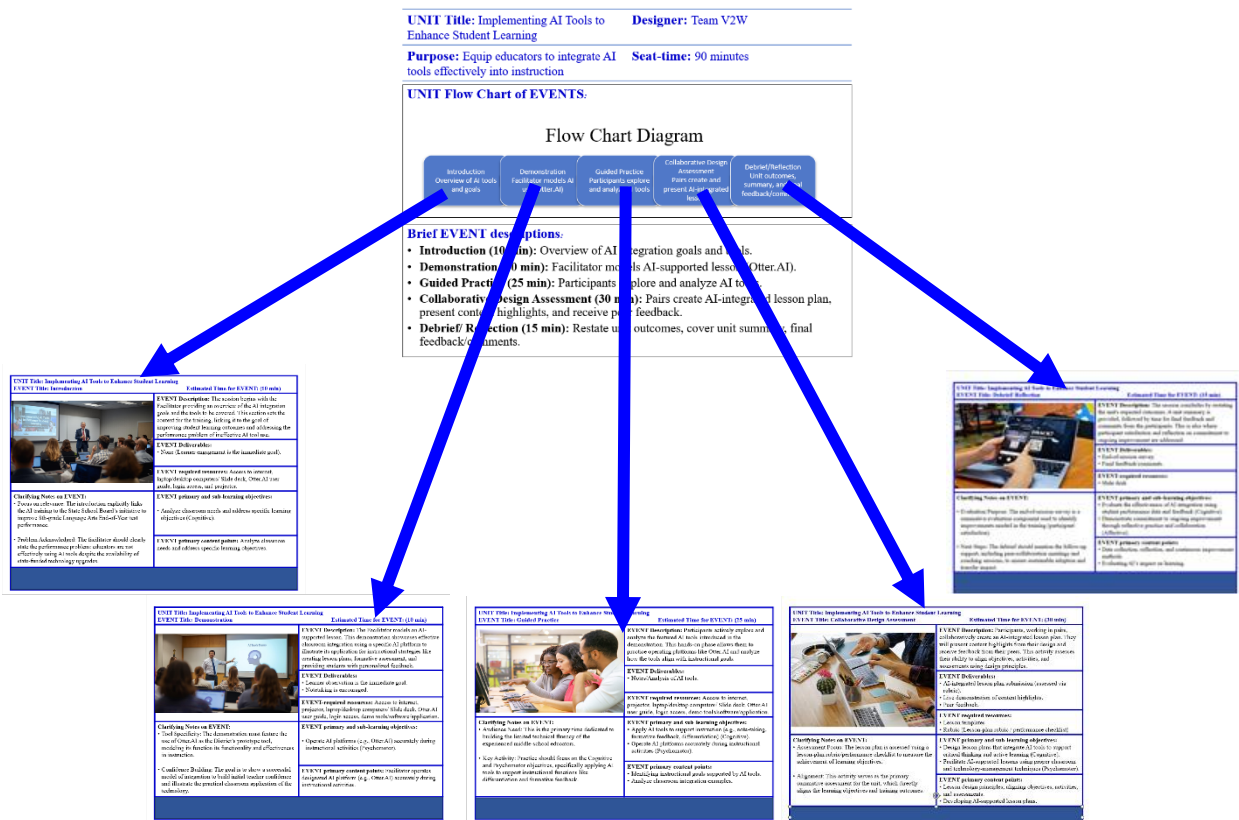
Instructional Goal	Learning Objectives	Learning Assessment
Develop educators' ability to explain classroom needs, and implement, and evaluate AI-enhanced instruction using Otter.AI	1. Explain how to analyze classroom needs and identify specific learning objectives.	Lesson-plan submission evaluated by rubric (Obj. 1-3 Cognitive)
	2. Implement lesson plans that integrate AI tools to support student's critical thinking and active learning.	
	3. Evaluate the effectiveness of AI integration using student performance data and feedback.	
	4. Value the role of technology-enhanced instruction as a means to improve learning.	Peer feedback (Obj. 4-5 Affective)
	5. Demonstrate commitment to ongoing improvement through reflective practice and collaboration.	
	6. Operate Otter.AI accurately during instructional activities.	Live or simulated facilitation demonstration scored with performance checklist (Obj. 6-7 Psychomotor)
	7. Facilitate AI-supported lessons using proper classroom and technology-management techniques.	

Development: Storyboard Set

Narrative

UNIT Title: Implementing AI Tools to Enhance Student Learning Designer: Team V2W Purpose: Equip educators to integrate AI tools effectively into instruction Seal-time: 90 minutes Context: Professional development unit introducing middle school educators to AI-enhanced teaching strategies. Target Audience: Experienced middle school teachers with foundational technology literacy. Expected UNIT outcomes: - Analyze instructional needs and align AI use to learning goals. - Design AI-enhanced lessons integrating tools like Otter.AI. - Facilitate AI-supported lessons confidently and effectively. Overview: 5-part flow: - Introduction (10 min). - Demonstration (10 min). - Guided Practice (25 min). - Collaborative Design Assessment (30 min). - Debrief/ Reflection (15 min).	UNIT Title: Implementing AI Tools to Enhance Student Learning Designer: Team V2W Purpose: Equip educators to integrate AI tools effectively into instruction Seal-time: 90 minutes Key UNIT content: - Understanding AI functionality and relevance to learning outcomes. - Designing lessons aligned to cognitive, affective, and psychomotor objectives. - Evaluating student engagement and performance using AI tools. Content learning assessments: - AI-integrated lesson plan submission. Resources required for UNIT: - Facilitator presentation slides - Demonstration video (AI tool use) - AI tool user guides - Lesson-design templates and rubrics - Participant feedback/survey forms Facilities required for UNIT: - Classroom with access to internet, laptop/desktop computers, and projector.
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Flow chart (Visual overview, 1-page)



Storyboard screens (1-3 screens for each section of flow chart)

Dissemination Plan:

To ensure effective adoption of Otter.AI enhanced instructional practices, the training will be delivered through a structured, multi-phase implementation plan targeting middle-school educators in District 1. The initial rollout will feature a 90-minute prototype training session offered as a one-time instructional event at each participating school. This session will be facilitated in-person by instructional designers and supported by technology specialists to model Otter AI. Following the prototype, a cascade model will be employed, training sessions will be replicated across schools in the district over a six-week period, allowing for iterative refinement and contextual adaptation.

To promote sustained adoption, the plan includes follow-up coaching, peer collaboration opportunities, and access to digital resources. Educators will receive a post-training toolkit with lesson templates, troubleshooting guides, and curated examples of Otter.AI enhanced instruction. Peer feedback cycles and optional virtual office hours will support reflective practice and encourage ongoing experimentation. School leaders will be briefed on the instructional goals and encouraged to reinforce implementation through recognition, scheduling support, and integration into professional learning communities.

Stakeholders include instructional designers (responsible for training design and delivery), school administrators (key to scheduling and cultural support), technology support personnel (ensuring device readiness and troubleshooting), and teacher leaders (facilitating peer engagement and modeling best practices). All stakeholders will be engaged through targeted communications, planning meetings, and shared evaluation feedback.

Instructors and facilitators will be selected based on their expertise in instructional design, familiarity with AI tools, and ability to scaffold learning for adult educators. Technology support staff will be trained to assist with setup and provide timely troubleshooting during sessions.

Anticipated barriers include limited time for professional development, educator burnout, and minimal AI technical confidence. These will be mitigated by embedding training into protected calendar schedules, offering asynchronous support materials, and emphasizing relevance to student success. Emotional support and recognition strategies will also be incorporated to foster motivation and reduce resistance.

Evaluation: Formative and Summative Evaluation Plan

Overall Evaluation Plan will assess both the instructional quality and its impact on educator performance and student outcomes.

Formative evaluation will guide iterative improvements during development

Component of instruction	Sample Evaluation questions	Instrument/protocol	Stakeholders providing data
<i>Prototype Training Session</i>	<i>Does the 90-minute session model effective AI integration? Are the modeled strategies relevant and clear?</i>	<i>Observation, Feedback Form, Facilitator Debrief</i>	<i>Instructors, Instructional Designers</i>
<i>Storyboard and Flowchart</i>	<i>Do the visuals clearly represent the instructional sequence? Are transitions logical and aligned with objectives?</i>	<i>Peer Review, Design Team Review</i>	<i>Development Team, Instructor</i>
<i>Role Play Activity</i>	<i>Does the scenario reflect realistic classroom decision-making? Is the activity engaging and contextually appropriate</i>	<i>Focus Group, Pilot Testing</i>	<i>Educators, Designers</i>
<i>Toolkit and Resources</i>	<i>Are the lesson templates and guides user-friendly and adaptable? Do they support independent implementation?</i>	<i>Document Review, Educator Feedback</i>	<i>Educators, Instructional Designers</i>

Summative evaluation will be conducted 2-4 weeks post-training to assess transfer and instructional impact.

Type of evaluation	Sample Eval questions	Instruments/protocols	Uses
<i>Educator Confidence and Satisfaction</i>	<i>Do educators feel more confident using AI tools? Was the training perceived as valuable and relevant?</i>	<i>Post-Training Survey, Reflection Journal</i>	<i>Determine satisfaction and areas for refinement</i>
<i>Instructional application</i>	<i>Are educators designing and delivering AI-enhanced lessons aligned with objectives?</i>	<i>Lesson Plan Rubric, Facilitation Checklist</i>	<i>Assess learning transfer and instructional quality</i>
<i>Student Impact</i>	<i>Teacher Logs, Student Work Samples, Classroom Observation</i>	<i>Teacher Logs, Student Work Samples, Classroom Observation</i>	<i>Evaluate instructional effectiveness and inform scaling</i>
<i>Sustainability and adoption</i>	<i>Are educators continuing to use AI tools beyond training? Are peer supports and follow-ups effective?</i>	<i>Follow-up Survey, Administrator Interview</i>	<i>Inform long term support and policy decisions</i>

Cost-benefit Analysis (cost-benefit for suggested instruction.)

Costs associated with implementation (<i>personnel, facilities, equipment, financial, resources, quantitative and qualitative</i>)	Benefits associated with implementation (<i>financial, resources, quantitative and qualitative</i>)
• Personnel: instructional designers, facilitators, tech support • Facilities: training space, scheduling coordination- • Equipment: Otter AI-enabled devices, software access • Time: educator release time, planning hours • Materials: printed toolkits, digital templates	• Improved educator capacity to integrate AI meaningfully • Increased student engagement and learning outcomes • Scalable PD model adaptable across schools • Reduced long-term tech support needs through proactive training • Strengthened collaboration and reflective practice among educators

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Final Report Checklist – Include as last page of Report

Final Report Checklist

Front Matter (2 pages)	☐ Title page and Table of Content present ☐ Effective Abstract (good grammar, spell checked)
Analysis (½ page)	☐ Required components present (problem statement, content analysis) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Design (2 pages)	☐ Required components present (instr. strategies, resources, assessments) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Goals, objectives, activities, assessments align and address identified gap ☐ Grammar, spelling, format check
Development (4 pages)	☐ Required components present ☐ Supporting graphics, charts, clear and accurate ☐ Prototype clearly demonstrates design of instruction ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Implementation (1 page)	☐ Required components present (dissemination plan) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Evaluation (1 page)	☐ All required components are present (formative/summative; cost/benefit) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Appendices (End matter)	☐ References section is BEFORE appendix A, in APA style ☐ Supplemental Appendixes referenced in body of report ☐ Supporting graphics, charts, clear and accurate in Appendixes ☐ Grammar, spelling, format check ☐ Final checklist attached after LAST appendix

Use this checklist to make sure you have included all the required information in your Design Report and INCLUDE this completed checklist as the last page of your report.

Formatting
Overall

- ☐ All sections are written in a professional manner
- ☐ 12 pt Times New Roman font is used in main text, (tables can be 10pt)
- ☐ APA formatting is followed in citations
- ☐ Graphics and/or diagrams are used effectively
- ☐ Report is formatted into one file (pdf)

Overall Report
Content

- ☐ Performance problem is clearly described
 - ☐ Analysis supports recommendation for instructional solution
 - ☐ Instructional Design solutions address gaps identified in Analysis
 - ☐ Development plan addresses Design specification
 - ☐ Implementation plan aligns with Analysis and Design plan
 - ☐ Evaluation plan aligns with instruction and performance problem
 - ☐ Flow of messages among sections and performance problem are clear
-