



FREEDOM
TO LEARN

“Designing at Scale”

AI-Assisted, Learner-Centered Curriculum Redesign Workflow



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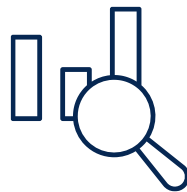
AGENDA

- Institutional Context & Problem
- Strategic Alignment & Partnerships
- Redesign Workflow
- AI Assisted & Faculty-Led Development
- Levels of Impact
- Final Takeaways



Session Outcomes

The goal is to provide not just concepts, but a ***framework that can be adapted and implemented*** across ***a range of institutional contexts.***



IDENTIFY

Identify scalable curriculum redesign strategies.



UNDERSTAND

Understand AI-supported development workflows.



APPLY

Apply embedded assessment practices.



EXPLORE

Explore faculty-centered implementation models.



Our Institutional Profile

These characteristics required a design model that ***balances structure with flexibility*** while maintaining strong ***alignment*** with ***workforce needs***.

- Distance Education Institution
- Workforce-Aligned Programs
- Adult Learner Population
- Career-Focused Outcomes

The Core Challenge



**Better Mission
Alignment**



**Upcoming
Reaccreditation**



**Ratio of Military
Adult Learners**



**Curriculum
Workload**



Pre-Redesign Reality

- Informal curriculum processes
- Siloed course development
- Limited documentation consistency
- Reactive assessment practices

While **faculty expertise was strong**, the lack of **standardized processes** led to **inconsistencies** that hindered **scalability and efficiency**.

Our Approach at a Glance



This approach ensured that curriculum development evolved into a *repeatable, institution-wide process* rather than a series of isolated redesign efforts.

Strategy → Design → Build → Scale → Stabilize

Cross-functional collaboration (Leadership, SME, ID)

AI-assisted + faculty-lead & validated workflow

Continuous improvement model

We started with strategy—not courses.

Strategic Alignment

- Department strategic plans updated
- Institutional priorities clarified
- Long-term academic direction defined

Establishing strategic alignment ensured that all curriculum **redesign efforts were intentional, coordinated, and aligned** with institutional goals.



FlatWorld joined as a strategic partner to support Laurus's course redesign goals, providing **content and resources** for **General Education and Business**.

Academic Foundations

As Laurus's partner, FlatWorld has an ***internal mapping tool*** that allows ***course competencies to be mapped to specific FlatWorld content***. This can create a content map that correlates course objectives with specific FlatWorld content.

This phase ensured that all course development would be ***grounded in measurable outcomes*** and ***aligned with accreditation expectations*** from the beginning.

Assessment Plans



Outcomes Assessment Plans Created

Mapping



Curriculum Maps Updated

PLOs

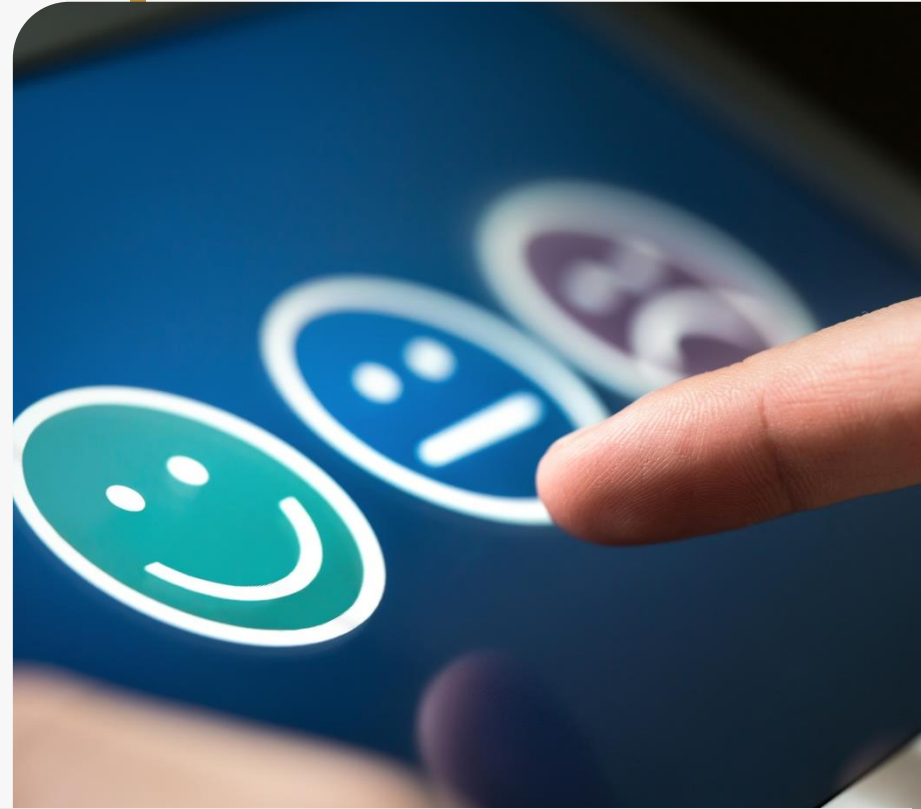


Program Learning Outcomes Revised

Pilot Validation

- Pilot program implemented
- Positive student and faculty feedback
- Improved clarity and engagement

Pilot results provided critical evidence that the ***new model improved*** both ***learner experience*** and ***instructional effectiveness***.





New Learner-Centered Cadence

The redesigned cadence ***balanced autonomy and support***, aligning with ***principles of adult learning*** and ***cognitive load management***.

- 2 live sessions

- (1 hour each)

- 1 structured self-paced session

- 1 live Student Hour 1:1 session

- Increased independent engagement



FlatWorld

FlatWorld content supports a **learner-centered approach** by prioritizing **engagement, accessibility, , and multiple modalities of learning.**

- EX: Integrated into MTH240 with Laurus leadership and faculty SME, aligned to the learner-centered cadence and course template.
- Includes podcasts, multilingual audiobooks (up to 26 languages), embedded videos, quizzes, flashcards, and homework.

Resourcing Model

- Program Director Oversight
- Qualified Faculty as SMEs
- External ID contractors for scale
- The hybrid model ensured capacity

This approach allowed the institution to ***expand development capacity*** without ***compromising academic integrity***.



LMS Migration

The LMS had to support the model—not limit it.

- Legacy LMS limitations
- Needed modular design + analytics
- Canvas selected for flexibility





FlatWorld

Canvas and FlatWorld work together to **improve courses by using performance data to identify disengaged students early**, support timely interventions, and help faculty **monitor engagement trends**.

- FlatWorld quizzes and homework data integrate directly into Canvas analytics for a full view of student progress.
- FlatWorld's interactive eReader/eBook provides additional student engagement data.
- These combined insights allow faculty and administration to monitor engagement trends.

AI-Assisted Design: Content Manager Pro (CMP)

Course
frameworks
drafted

Lesson
sequencing
supported

Assessment
scaffolding
created

AI tools supported alignment with
instructional design principles and
learning outcomes.

Faculty-Led

- *Faculty remained the authority at every stage.*

This model ensured that all ***AI-assisted content met disciplinary standards*** and ***preserved academic quality.***

SME Validation Required

Academic Rigor Maintained

Institutional Standards Upheld



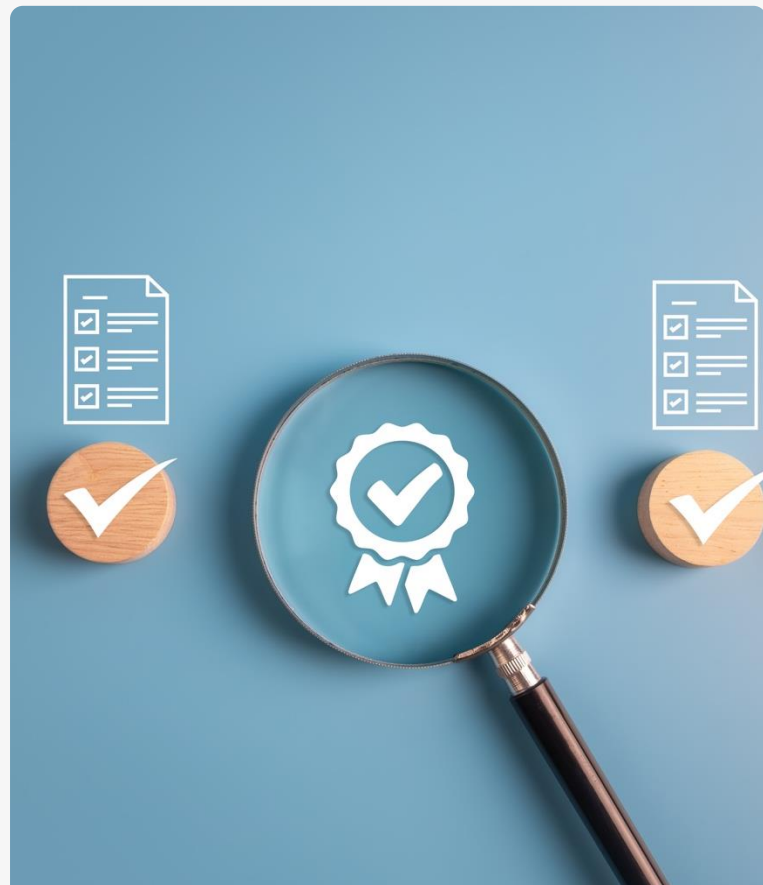
Canvas Template & Iterative Design

FlatWorld integration aligns *with the Laurus template*, with *content housed in the master shell* and *synced across sections* for consistency and efficiency.

Standardize a Template

Template Refinement

Pilot Testing



Launch Strategy

Recognizing the complexity of the transition allowed the institution to ***proactively manage risks*** and ***expectations***.

- First term = stabilization phase
- High-change environment acknowledged
- Focus on responsiveness



Scaled Production & Quality Assurance

168 courses developed in under 7 months
using **AI-assisted design and SME validation** —
*The system proved it could **scale without compromising quality**.*

- A structured review process, with SME validation and Director approval, ensured academic standards and alignment with program outcomes.
- Canvas LMS build leveraged the template as a wireframe for consistent, structured content placement — Speed achieved without sacrificing consistency.



Faculty Feedback & Issue Resolution

Faculty ticketing system enabled issue reporting, prioritization by **impact, and a real-time feedback** loop — We created a system to listen at scale.

- **Preterm access** allowed faculty to review courses early, identify issues, and increase readiness before student engagement.
- **~250 issues identified**, primarily **vendor-related**, and resolved across master and live courses — The system worked; issues were **external, not structural**.



Stabilization

Continuous updates ensured that ***improvements were sustained across all future course offerings.***

Courses Refined Post-Launch

Master Courses Updated

Long-Term Consistency Achieved



Final Outcomes

The initiative demonstrated that institutions can ***scale curriculum development*** while maintaining ***rigor and faculty ownership***.

Full curriculum
redesigned

Learner-centered model
implemented

AI integrated
responsibly

Faculty validation of
content & rigor

Streamlined
workflows

Development time reduced (~25%)

Levels of Impact

Faculty prioritized content expertise, students experienced a more *intuitive, structured learning environment*, and the institution established a *sustainable model* that supports continuous improvement and future growth.

	Levels of Impact			
Faculty	Clear roles and expectations	Reduced workload strain	Increased support	Higher engagement
Student	Consistent course experience	Clear learning pathways	Improved engagement	Stronger outcomes alignment
Institutional	Scalable across programs	Improved compliance readiness	Data-driven decision-making	Sustainable systems

Final Takeaways

When you *design the system well*,
scale becomes sustainable —
and *quality becomes consistent*.

1. Designing at scale requires structure
2. AI enhances—but does not replace—expertise
3. Assessment must be embedded
4. Systems drive sustainability





THANK YOU

Resources

Adult Learning Theory (Knowles, 1980)

Backward Design Model (Wiggins & McTighe, 2001)

Revised Bloom's Taxonomy (2023)

Universal Design for Learning (CAST, 2018)

Constructivist Learning Theory (Piaget, Vygotsky, Dewey, Bruner)

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