Innovate Michigan!

2025 Student Led Faculty Guided Project

AI LITERACY TRAIN-THE-TRAINER PROGRAM

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MICHIGAN STATE UNIVERSITY | University Outreach and Engagement

AI Literacy Train-the-Trainer Program

Michigan State University

Center for Community and Economic Development

Regional Economic Innovation

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This project is supported by the MSU Regional Economic Innovation grant, with additional support from the Michigan Economic Development Corporation. The opinions expressed in the statements, findings, conclusions, and recommendations are the authors' sole responsibility and do not necessarily reflect the views of Michigan State University or any federal or state agency.

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1. EXECUTIVE SUMMARY

This report documents the successful execution and completion of the AI Literacy Train-the-Trainer Program, funded to expand community-based AI literacy, workforce readiness, and digital equity. The project was designed to prepare community members, students, and staff to deliver short, accessible AI micro-courses using a structured, repeatable instructional model.

The program was delivered as a two-day, six-hour Train-the-Trainer workshop, combining pedagogical instruction, hands-on facilitation practice, and applied use of AI tools through the StudyAid Dashboard. Participants completed eight micro-courses, practiced peer facilitation using the LSD (Learn it, See it, Do it) framework, and developed capstone project ideas applying AI to real community challenges.

All proposed objectives were met or exceeded. The program successfully trained a cohort of facilitators equipped to independently deliver AI literacy workshops in their communities and laid the foundation for continued engagement, refinement, and public demonstration of participant projects.

2. INTRODUCTION

Communities across Detroit and similar urban contexts face persistent gaps in access to emerging digital skills, particularly in artificial intelligence. These gaps disproportionately affect seniors, returning citizens, youth, and residents from historically underserved neighborhoods. At the same time, AI tools are rapidly becoming embedded in education, employment, healthcare, and civic life.

This project responded to that need by adopting a Train-the-Trainer model that emphasizes community ownership, cultural relevance, and scalability. Rather than delivering a one-time workshop, the program focused on building local capacity, preparing participants to teach others using short, practical, and approachable micro-courses.

The project aligns directly with REI priorities related to equity, workforce transition, digital inclusion, and community-driven innovation. It also builds on prior AI literacy initiatives delivered through the Center for Augmenting Intelligence and community partners.

3. PROJECT OBJECTIVES

The project was guided by the following objectives:

1. Train a cohort of participants to deliver AI literacy micro-courses using a structured instructional framework.
2. Introduce a repeatable teaching methodology (LSD: Learn it, See it, Do it) appropriate for community-based learning.
3. Provide hands-on experience with an AI-enabled learning platform (StudyAid Dashboard).
4. Support participants in designing AI-based solutions or educational ideas relevant to their communities.
5. Establish a sustainable pathway for continued engagement and public demonstration of participant work.

All objectives were achieved during the grant period.

4. PROGRAM DESIGN & METHODOLOGY

INSTRUCTIONAL FRAMEWORK

The program utilized the **LSD (Learn it, See it, Do it)** framework, a microlearning methodology designed to promote clarity, engagement, and immediate application:

- **Learn it:** Introduce and explain a concept clearly and accessibly.
- **See it:** Demonstrate the concept through examples or live walkthroughs.
- **Do it:** Engage learners in hands-on practice and reflection.

This framework was intentionally selected to support adult learners, mixed-ability audiences, and short instructional formats suitable for community settings.

MICRO-COURSE DESIGN

Each micro-course was designed to be delivered in **10–20 minutes**, allowing trainers to adapt content to workshops, classrooms, libraries, or informal learning spaces. Participants were taught how to design courses with clear objectives, modular structure, and interactive components.

Figure 1: Image of Participant presenting a capstone project.

5. IMPLEMENTATION & EXECUTION

5.1 PLANNING & PREPARATION

Prior to delivery, the project team completed a comprehensive set of preparation activities to ensure the successful execution of the ai literacy train-the-trainer program. This included the development of facilitator guides, participant assignments, peer review rubrics, and instructional worksheets, as well as the design of eight ai literacy micro-courses aligned with the LSD framework. The studyaid dashboard was fully configured to support the training, including participant registration workflows, access code management, and tool access.

Figure 2: Master of Health Service Administration students who organized the course.

Student volunteers played a critical role in the success of this phase by designing and distributing the event flyer, supporting participant recruitment and selection, communicating with participants before and after the training, and assisting with the creation and deployment of the participant evaluation survey. Additional coordination with students and staff ensured smooth logistics, technology setup, and documentation throughout the process. All materials and systems were intentionally designed to be reusable and scalable beyond the grant period, supporting future community-based training initiatives.

5.2 TRAINING DELIVERY

The program was delivered over two consecutive days (3 hours per day)**.**

Session 1 focused on:

- Teaching the LSD methodology.
- Demonstrating how to teach a micro-course.
- Introducing the StudyAid Dashboard (registration, access codes, tools).
- Facilitation practice using Micro-Courses 1–4.

Session 2 focused on:

- Advanced facilitation and prompt design.
- Delivery of Micro-Courses 5–8.
- Peer evaluation using the LSD Peer Review Rubric.
- Development of AI-based capstone ideas.

Student organizers and staff supported facilitation, technology setup, and participant engagement throughout the sessions.

6. PARTICIPANT EVALUATION SURVEY RESULTS

Participant evaluation results indicate that the AI Literacy Train-the-Trainer Program was highly effective in achieving its learning and engagement goals. All respondents (n = 8) agreed or strongly agreed that they now understand what AI tools can and cannot do, know how to use AI tools safely and responsibly, can identify misinformation or errors in AI-generated content, and feel confident using AI tools after the training. Participants also reported strong gains in prompt-writing skills, with a majority strongly agreeing that they can now write more effective prompts.

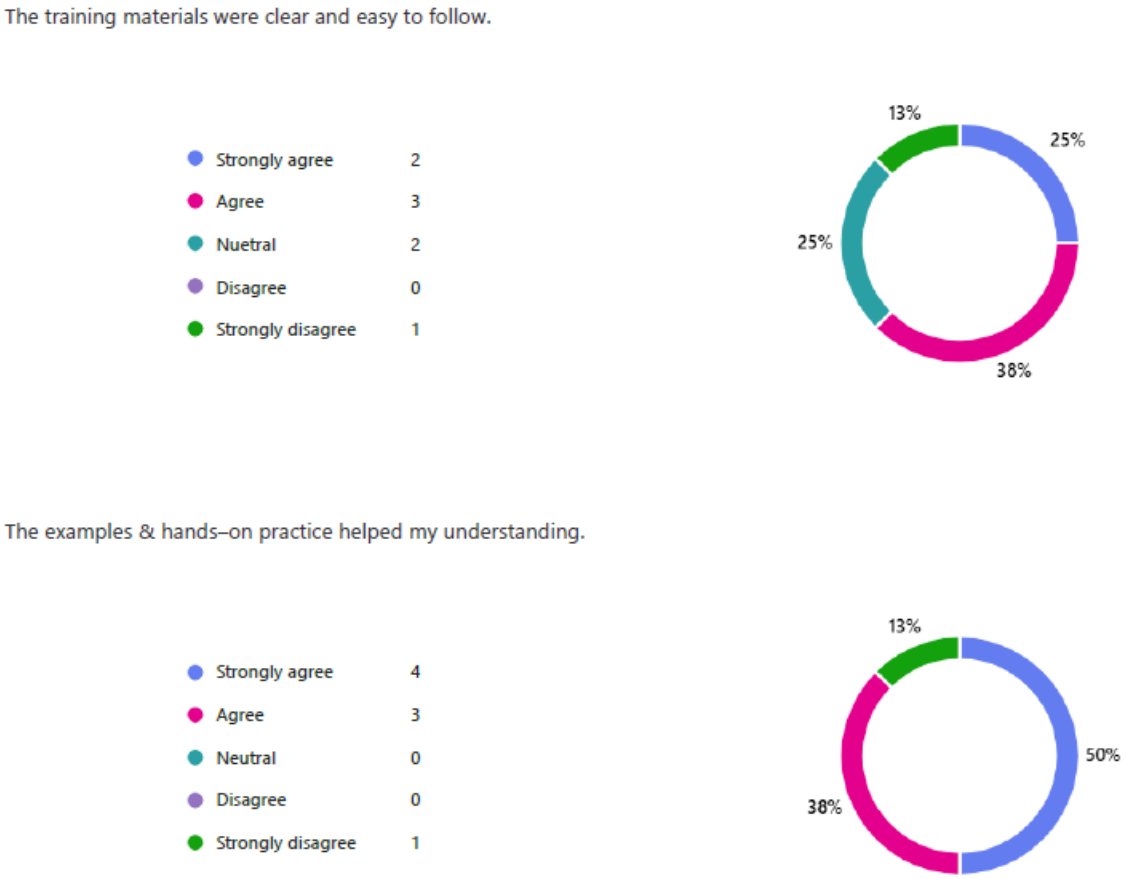


Figure 3: Results from the Evaluation survey

The instructional approach was well received, with most participants agreeing that the materials were clear and that hands-on examples enhanced understanding. Overall training quality was rated as Excellent or Good by 100% of respondents, and the content was rated as Relevant or Highly Relevant by the majority. Importantly, nearly all participants indicated they were very likely to teach or share what they learned within the next three months, demonstrating readiness for knowledge transfer and community impact. Qualitative feedback further reinforced these findings, highlighting the value of practical application, prompt design, and layered use of AI tools, while also noting the importance of accommodating varied levels of prior AI experience.

. I understand what AI tools (e.g., ChatGPT, Copilot, ScholarAid, StudyAid) can and cannot do.

. I know how to use AI tools (e.g., ChatGPT, Copilot, ScholarAid, StudyAid) safely and responsibly.

Figure 4: Results related to AI use from the survey

5.4. LESSONS LEARNED AND NEXT STEPS

Key lessons from the program highlight the effectiveness of microlearning formats in increasing engagement and reducing intimidation around AI, while peer teaching proved valuable in reinforcing learning and building facilitator confidence. Ensuring strong community relevance was essential for sustained interest and adoption, and the clear structure provided by the LSD (Learn it, See it, Do it) framework supported consistent delivery across trainers with diverse backgrounds. A key challenge identified was the wide range of participant expertise, which made it more difficult for some attendees with lower skill levels to fully keep pace. These insights will inform future iterations of the program, which was intentionally designed for sustainability. Next steps include providing continued mentorship to help participants refine their micro-courses, creating opportunities for participants to pilot workshops within their communities, inviting participants to present their projects at the CAI Design Challenge Demo Day in 2026, and exploring replication of the program across additional neighborhoods and partner organizations.

Figure 5: The cohort of community organizations and the students volunteers

11. CONCLUSION

The AI Literacy Train-the-Trainer Program was successfully executed and completed, meeting all stated objectives and delivering meaningful community impact. The project strengthened local capacity, advanced digital equity, and created a scalable model for community-based AI education.

We gratefully acknowledge the support of the funder, community partners, student volunteers, and participants whose collaboration made this initiative possible.

APPENDIX A: THE EVENT FLIER

Community-Based Micro-Course Ideas

AI Literacy for Community Empowerment | Train-the-Trainer Program

Facilitator: Dr. Phillip Olla | University of Detroit Mercy

Storytelling & Memory Sharing (Seniors / Intergenerational Learning)

Micro-Course Title	Description	Sample AI Prompt
Storytelling for Seniors with AI	Use AI to help seniors record life stories or write family histories.	Ask AI to turn a memory into a short family story.
AI Journaling for Reflection	Use AI tools for gratitude journaling or daily reflections.	Generate 3 positive affirmations for the day.
AI Letters to Loved Ones	Create personalized letters or poems for family members.	Write a poem for a grandchild about resilience.
AI Scrapbook Creation	Generate images or captions representing life events or memories.	Create a digital image representing your favorite holiday memory.

Health, Cooking, and Wellness

Micro-Course Title	Description	Sample AI Prompt
Healthy Cooking with AI	Generate nutritious recipes using household ingredients.	Create a 20-minute recipe using beans, spinach, and rice.
Meal Planning for Wellness	Use AI to design weekly meal plans for balanced nutrition.	Plan a 3-day heart-healthy menu.
AI for Mindfulness	Use AI journaling prompts for mindfulness or emotional regulation.	Write a gratitude reflection using AI assistance.

AI Fitness Coach	Generate exercise routines or walking plans tailored to age and fitness.	Create a low-impact 15-minute exercise plan.

Gardening, Sustainability, & Urban Farming

Micro-Course Title	Description	Sample AI Prompt
AI for Urban Gardening	Use AI to plan a garden layout or identify planting times.	Suggest the best vegetables to grow in Detroit's summer.
Composting Made Simple with AI	Learn composting tips using AI-generated guidance.	Ask AI how to start a compost bin in a small space.
Designing a Community Garden with AI	Create garden layouts and planting schedules collaboratively.	Plan a community garden that feeds 10 families.
AI and Climate Conversations	Use AI to generate discussion guides for local environmental awareness.	Write 3 questions about climate action for a youth event.

Workforce Readiness & Reentry (Returning Citizens)

Micro-Course Title	Description	Sample AI Prompt
AI for Job Search Success	Use AI to craft resumes, cover letters, and interview prep.	Write a 3-sentence career goal for a job application.
Confidence Building through AI Journaling	Reflect on personal growth through AI-generated prompts.	Write a short story about how you overcame a challenge.
Entrepreneurship After Incarceration	Generate small business ideas or startup plans using AI.	Create a simple business plan for a local cleaning service.
AI for Skill Reentry	Relearn computer and communication skills with AI coaching.	Ask AI for a 5-day typing improvement plan.

Learning AI Skills for Specific Audiences

Micro-Course Title	Description	Sample AI Prompt
AI Basics for Everyday Life	Understand AI tools in daily use like voice assistants or smart devices.	List 3 ways AI helps people every day.
Prompt Crafting 101	Learn how to write effective and structured AI prompts.	Create a good vs. bad example of a prompt.
AI for Visual Creativity	Generate flyers, posters, or visuals using AI art tools.	Design a poster for a community cleanup event.
AI for Research and Data	Summarize reports, surveys, or community data using AI.	Summarize youth mental health feedback into 3 themes.

Arts, Expression, & Community Storytelling

Micro-Course Title	Description	Sample AI Prompt
Digital Storytelling for Social Change	Use AI to co-create stories about local heroes or community history.	Write a story about a Detroit changemaker.
AI in Spoken Word & Poetry	Collaborate with AI to generate creative poetry or rap lyrics.	Write 4 bars about hope and renewal in your city.
Community Voices Podcast with AI	Use AI to plan and script podcast episodes.	Generate a 3-topic outline for your podcast.
Neighborhood Heritage Mapping	Combine AI text and maps to document landmarks or stories.	List 5 community places that hold historic value.

Technology for Empowerment

Micro-Course Title	Description	Sample AI Prompt
AI for Civic Engagement	Generate outreach materials or campaign messages using AI.	Write a 3-line post encouraging voter turnout.
Detecting AI Scams	Teach how to identify misinformation and phishing attempts.	Ask AI for 5 tips to recognize fake online messages.
AI for Digital Literacy	Use AI tools to simplify and enhance technology learning.	Generate 3 steps to create a strong password.
AI for Personal Branding	Help individuals create bios, resumes, and social media posts using AI.	Write a short professional bio for LinkedIn.

LSD Micro-Course Design Assignment (5-Slide Outline)

Train-the-Trainer Workshop | AI Literacy for Community Empowerment

Facilitator: Dr. Phillip Olla | University of Detroit Mercy

Purpose

This assignment guides you in designing a short 5-slide micro-course using the LSD (Learn it, See it, Do it) framework. Your course should address a single topic related to a community-based application of AI.

Slide 1 – Title & Introduction

Purpose: Introduce your topic and audience.
Include:
• Course title and your name.
• One-sentence course purpose.
• Target audience description.
• Why this topic matters for your community.

Example:
Title: 'AI for Everyday Creativity'
Audience: High school students in Detroit interested in digital art.
Purpose: To explore how AI can inspire creativity and storytelling.

Slide 2 – Course Modules Overview

Purpose: Provide an overview of the main topics or modules your micro-course will cover.
Include:
• A list of 4–6 modules with short descriptive titles.
• Optionally, include one sentence per module explaining its focus.

Example:
1. Understanding AI – What AI is and how it affects daily life.
2. AI Tools for Beginners – Overview of ChatGPT, Gemini, and Claude.
3. Ethics & Privacy – Understanding bias and responsible AI use.
4. Creative AI – Using AI for art, music, or writing.
5. AI Practice Lab – Hands-on project applying what you learned.

Slide 3 – Learn It (Concept Introduction)

Purpose: Introduce and explain one key concept from your course.
Include:
• A clear definition or explanation of the topic.

• Why this concept matters to the audience.
• One real-world or Detroit-based example.

Example:
'AI helps people write resumes and create business ideas that support local entrepreneurs.'

Slide 4 – See It (Demonstration)
Purpose: Show how the concept works in action.
Include:
• A screenshot, demo, or real example of the concept.
• Step-by-step explanation of how to use the AI tool or idea.
• 1–2 key takeaways or insights for learners.

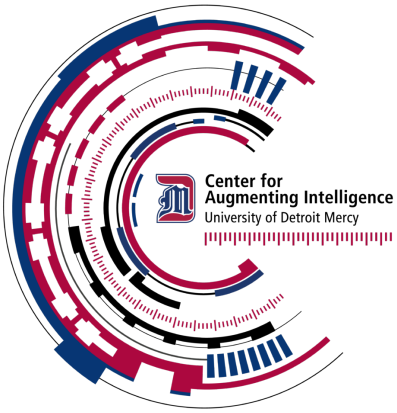
Example:
Show how to use AI to summarize a local news article into 3 key points.

Slide 5 – Do It (Hands-On Practice & Reflection)
Purpose: Engage learners in an activity and encourage reflection.
Include:
• A short hands-on activity or AI prompt.
• 2 reflection questions or next-step ideas.

Example:
Prompt: 'Use AI to write a 3-line post about your favorite Detroit landmark.'
Reflection: 'How could this tool help tell your community's story?'

Submission Requirements

• Format: 5 PowerPoint or Google Slides (1 slide per section).
• • Keep text clear and concise (max 5 bullet points per slide).
• Include visuals or examples when possible.
• Focus on a topic relevant to your target audience or community.



Train-the-Trainer Facilitator Guide

AI Literacy for Community Empowerment: Learn it. See it. Do it.

Facilitator: Dr. Phillip Olla, Center for Augmenting Intelligence, University of Detroit Mercy

Duration: 2 Days × 3 Hours (6 Hours Total)

Workshop Overview

This facilitator guide provides a detailed plan for the two-day Train-the-Trainer Workshop. The goal is to prepare community trainers to deliver AI literacy micro-courses using the LSD (Learn it, See it, Do it) framework and the StudyAid Dashboard. The workshop emphasizes experiential learning, practical facilitation skills, and community relevance.

Day 1 – Teaching AI with the LSD Method (3 Hours)

Theme: Becoming an AI Co-Learning Facilitator

1. Welcome & Orientation (15 min)

• Introduce the workshop goals and outline.
• Icebreaker:
• Explain how the Train-the-Trainer program aligns with the Future-Proofing Detroit initiative.

2. Overview: LSD Framework for Microlearning (30 min)

• Explain the LSD framework:
  - Learn It: Introduce and explain the concept.
  - See It: Demonstrate or model the process.
  - Do It: Allow participants to apply the concept.

• Show a 5-minute sample micro-course (Course 1 example).
• Group activity: Deconstruct a lesson into the LSD components.

3. Technology Integration – StudyAid Dashboard (45 min)
• Demonstrate the platform:
  - Registration and login.
  - Using access codes to join courses.
  - Navigating tools and AI features.
  - Viewing course progress.
• Activity: Trainers log in and access assigned courses.
• Discuss troubleshooting and how to assist learners with setup.

4. Micro-Course Facilitation Practice (60 min)
Facilitators teach micro-courses in 10–20 minute intervals:
1. AI Basics for Everyday Life
2. Understanding AI Platforms
3. Ethics, Privacy & AI
4. Spotting AI Fakes
• Use LSD Peer Review Rubric for feedback and reflection.

5. Reflection & Wrap-Up (30 min)
• Group discussion on facilitation challenges.
• Identify one micro-course each trainer will co-lead later.
• Assignment: Prepare a brief outline for an AI-themed micro-lesson for Day 2.

Day 2 – Advanced Facilitation & AI in Practice (3 Hours)
Theme: Empowering Trainers to Lead and Innovate

1. Recap & Reflection (15 min)
• Review Day 1 experiences.
• Invite participants to share insights from their micro-course facilitation.

2. Micro-Course Application (75 min)
Facilitators guide participants through micro-courses 5–8:
5. Prompt Crafting 101
6. Writing with AI
7. Creative Expression with AI
8. AI for Organization & Productivity
• Teams alternate as trainers and learners, using LSD for each module.
• Encourage creative teaching approaches and Detroit-based examples.

3. Capstone Project – Designing a Community AI Solution (60 min)
• Introduce the capstone challenge: “How can AI solve a community problem?”
• Participants use StudyAid to generate AI-based solutions using prompts.
Example prompt: “Create a digital flyer that teaches residents how to detect AI scams.”

Deliverables:

- Title and 1-sentence project goal.
- AI-generated output (text, image, or summary).
- Plan for community application.

4. Showcase & Feedback (20 min)

• Participants present capstone projects.
• Peer feedback session and recognition.

5. Closing & Certification (10 min)

• Recap learning outcomes.
• Present certificates of completion.
• Outline next steps for community implementation and continued mentorship.

Workshop Deliverables

• Trainers complete 8 micro-courses.
• Trainers master LSD methodology.
• Participants trained on StudyAid Dashboard and provided with Access codes
• Each participant develops a capstone AI project idea for community use.

Resources

1. **Saving Image to Gallery in studyaid -** https://youtu.be/cCdQAnDhHZo
2. **BBC Avatar Hackathon**. https://youtu.be/lVVrjq51zBw
3. **Students How to Use Access Codes to Sign Up**. https://youtu.be/0Z01kTfYxGc
4. **Creating a chatbot in studyaid**. https://youtu.be/xV07XFhcFO0
5. **General overview studyaid platform for students**. https://youtu.be/hMRbXSj4nLI
6. **Studyaid template quick walk through video**. https://youtu.be/Os3cjoWinao
7. **studyaid Creating an account**. https://youtu.be/ry0GvJzOkv8
8. **HOW TO CREATE AI IMAGE USING STUDYAID.STORE** https://youtu.be/drGR_EgP9sQ

Regional Economic Innovation (REI) seeks to identify and develop new economic development tools, models, policies, and practices to support innovative economic development, high-growth enterprises, and job creation in distressed regions across the state. REI is establishing a new economic development ecosystem to cope with the ever-changing global and regional dynamics. Through this ecosystem, REI engages innovative and creative minds which results in new economic development practices.

REI was established in 2011 with support from the U.S. Department of Commerce, Economic Development Administration, and in collaboration with the following Michigan State University offices:

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University Outreach and Engagement
MSU Extension
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