EDUC 5130: Technology and Pedagogy

Stephanie Kirk | October 2026

Product 03 | AI Supportive Learning Design

Website Presentation Planning

Adventures in Perspective: An Interactive One-Point Perspective Learning Tool

Part 1: Planning Your Learning Design

See Learning Design	Adventures in Perspective: Design Document

Part 2: Planning Your Website Presentation

Option A: AI Thinking Partner

I decided to present the learning design on my website before completing this template, so I chose Option B rather than using AI to make a decision I had already made.

Option B: Reflection Questions

If you prefer to not use AI here, answer each question thoughtfully. These are designed to help you choose the right format.

1. What do you think will be most difficult for another educator to understand about this learning design?
The most difficult part may be understanding how the tool is intended to help students learn perspective rather than simply follow steps to complete a drawing. Students need to experiment with the horizon line and vanishing point, construct forms by drawing their own perspective lines, and observe how their decisions affect the appearance of depth. The tool is intended to support this exploration, not replace the thinking and drawing students need to do themselves.
2. How could you help people understand how the pieces of this learning design work together?
I plan to use my website to introduce the learning tool, show screenshots of two prototype attempts, and provide access to the interactive versions. I will also link the design document and reflection template so educators can explore the intended learning experience and the decisions behind it. The

prototypes do not fully reflect my intended design yet, so the documentation will help explain the difference between what I envisioned and what the generated versions currently offer.

3. What's the "why" behind your design choices that might get lost in a simple step-by-step description?

I want students to understand why perspective works, not just memorize how to draw it. Moving the horizon line and vanishing point allows students to experiment with spatial relationships and observe how their choices affect depth. Requiring students to draw their own perspective lines is intentional because I want them to make decisions and develop understanding rather than rely on the tool to complete the construction for them. The tool is meant to support exploration before students apply one-point perspective to their own artwork.

4. Who is most likely to see this on your portfolio? What would they need to be able to adapt this design for their own students?

Other educators, particularly elementary art teachers and teachers interested in interactive learning tools, are the most likely audience for my portfolio. To adapt this design, they would need to understand the learning goals, the role of the horizon line and vanishing point, the interactions students should be able to control, and how the tool supports independent drawing. They would also need to consider their students' developmental levels, available technology, and how the digital exploration connects to drawing with traditional materials. The prototypes and design documentation can help educators see both the possibilities of the idea and the areas that still need improvement.

Final Section: Your Format Decision (Complete after Option A or B)

What format will you use to present your learning design on your website? (e.g., infographic, video walkthrough, audio recording, illustrated guide, interactive page, annotated visual)

I chose to present this learning design on my portfolio website. The page will include an overview of the project, screenshots and links to two interactive prototype attempts, and supporting design documentation. This format allows educators to explore the prototypes while also understanding the intended learning experience and the decisions behind the design.

Why is this the best format for helping someone understand and adapt your specific learning design? Connect your choice back to the communication challenges you identified above.

The website gives educators a way to explore the idea while providing context that the prototypes alone cannot communicate. The screenshots offer a visual preview, the interactive links allow visitors to test the current versions, and the design document explains the intended learning experience and the reasoning behind the interactions. Because the prototypes do not yet fully match my vision, including the documentation and reflection is important for distinguishing the intended design from the current results and identifying what would need to change for the tool to better support student learning.