AI Literacy Train-the-Trainer Program

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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.

The training materials were clear and easy to follow.

● Strongly agree	2
● Agree	3
● Nuetral	2
● Disagree	0
● Strongly disagree	1

13% 25% 25% 38%

The examples & hands–on practice helped my understanding.

● Strongly agree	4
● Agree	3
● Neutral	0
● Disagree	0
● Strongly disagree	1

13% 50% 38%

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.

● strongly disagree	0
● disagree	0
● Neutral	1
● agree	4
● Strongly agree	3

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

● strongly disagree	0
● disagree	0
● Neutral	0
● agree	4
● Strongly agree	4

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.

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