Appendix: A Workshop Template

Metadata	***Explanation***	**Description**
Title	*Please fill in the title of the activity*	Concept Visualization with Text to Image Generative AI
Author/ source	*Name(s) and email address developer(s) activity, or its source if you used an existing activity*	Almila Akdag
Short description activity	*What is this tool/activity? (2 sentences)*	To visualize ideas/concepts with a text to image GenAI tool
Learning objective	*What should students be (better) able to do after this activity?*	The students will be more mindful of the topic they are given to engage and discuss. They will also have an idea of what they can expect from AI, and how they can use (text to image) AI to create visuals – which could be essential in sharing their ideas. The TTI GenAI workshop would generate a reflective attitude in the students through the interactions with the AI, where the students get conscious of their choices in descriptions, i.e. which words they use to visualize concepts, situations, actions etc.
Duration	*How long does the activity take?*	At least 30 mins, better if more time is given (1-2 hours)
Group size for specific activity	*Individual, pairs, small groups (3-5 students), plenary, other…*	Small groups (3-5 students)

Procedure	
Please describe the different steps of the learning activity and the estimated time per step. Multiple steps could be added. **Step 1. (preparation – before class)** *Explain what preparations students/teachers should provide.* **Step 2 (during class)** *Explain what is happening in class. Students'/teacher's roles and activities*	**1. Preparation before class:** Reading the guidelines on how to use Stable Diffusion, an open source text to image generative AI model. You can use another TTI model, or service as well. It is best to check out the latest services, and test them to decide which would be easiest to use for your workshop. This will be advantageous for the lecturer, as they will have a better control of the model, i.e. prepare it for the workshop. You need to prepare a short guideline focusing on how to prompt, again it is best to find such a guideline before the workshop, as the TTI services develop very fast, prompting gets easier. To find/use the latest guidelines is important. You can share the guidelines with your students before the workshop, and ask them to come prepared.

Step 3 (during class) ... **Step 4 (Wrap up)** *Evaluation is important! How do you provide feedback or (have students construct) meaning to the activity in the end?* ***Tools (Optional)*** *Are you using specific educational tools during your classes? Please share them here!*	The preparation time for the students will be very short (about 10 minutes, with trying the model/the service). You can choose to do this as a warm-up activity at the beginning of the workshop as well. 2. **During class**: This activity can be timed for a short discussion, or for a 2 hour in class activity (or a workshop). For both scenarios, the students will work in a team of 4-5. For a short discussion: • The aim of the activity is to create reflection about the given topic. • The teams are given a topic (or have already picked a topic to work on together). The activity is for each student to create visuals using Stable Diffusion (or any other TTI service) about this topic. To that end, they will write different ”prompts”, i.e. descriptions on how the visual should look like. It is best to give about 10-15 minutes for this stage. • After the prompting session, the students share with each other their visuals, as well as the prompts they have used. The discussion points are on a) which words they have preferred, and how much these words relate to their prior knowledge on the given topic, and how many came from general knowledge they possess. b) What kind of visuals they had in mind, and why? Did SD rendered visuals fit their imaginations? If not, what did they change in their prompting to reach the end goal? c) What were their expectations from the AI? What kind of knowledge did they take for granted during prompting? What did work (which words), and what did not work? d) What are the differences (in words and visuals) between the team members? Why did the team members visualize different images? How do these differences relate to students background? For the longer sessions, the discussion should continue with the following question: a) How can the team combine the different visuals (words, approaches) in a meaningful way? • After the discussion, a new prompting session starts, this time prompting is done together. Here the team should follow these steps: b) Pick (at most two) visuals from each team member. c) Write down words that are essential to create these visuals. d) Brainstorm where/how the visuals, words cross each other. e) Pick terms to build new visuals, and start prompting together.

	• After the team-prompting, it would be good to allow for another discussion session to wrap up their brainstorm. 3. **Wrap Up:** It is essential to circulate the teams during their discussions, and prompting, to see if they are stuck, and need some directions. After the prompting/discussion sessions are over, the best way to wrap up for the whole class is to give each group a pitch time to highlight the results of the brainstorms with the text to image GenAI. Here, depending on the class size and/or goals of the activity, the teams could write a short report after the class: to give feedback on other teams reports.

Author: Almila Akdag – Generative AI and cultural biases, Utrecht University, 2025