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AI TOOL

DEMO WEBINAR

ONLINE

VET design

1. AT A GLANCE

Activity title	*AI Tool Demo Webinar*
Format	*Online*
Duration	*60 minutes*
Group size	*15–50 participants (live online — any size workable)*
Challenge	*Challenge 3 — AI & Digital Tools in VET Delivery*
Setting	*Any video conferencing platform with screen sharing (Zoom, Teams, Google Meet)*
Method / framework	*Live demo + Q&A; tools demonstrated: ChatGPT, Canva AI, Otter.ai*

EXPECTED OUTPUTS

- Participants have seen three free AI tools used on real VET tasks
- Each participant notes one use case per tool for their own teaching
- Each participant commits to one concrete task to try within a week

DEMO LINE-UP

💬 ChatGPT · text & tasks

🎨 Canva AI · visuals

🎙️ Otter.ai · transcripts

2. DESCRIPTION

This webinar takes a show-don't-tell approach to AI tools for VET educators. Instead of discussing AI in the abstract, the facilitator demonstrates three free tools live, using VET scenarios participants recognise from their own work.

Participants watch, ask questions as they arise, and leave with three tools they can open on Monday morning – no setup or subscription needed.

2.1 LEARNING OUTCOMES

- Name and describe three AI tools relevant to VET teaching and assessment.
- Identify at least one practical use case per tool applicable to their own context.
- Feel confident enough to try at least one of the tools independently within one week.



- Live demos will occasionally fail — model graceful recovery. Saying 'Let's see what happens' is more pedagogically powerful than a polished result.
- Avoid spending time on premium features; the point is accessibility for all educators regardless of budget.
- GDPR note: Remind participants not to input real learner data into any AI tool during the demo.
- Canva's AI features are under active development — if a feature has moved, model calm troubleshooting in real time.

2.2 SAFE USE IN THE DEMO

🔒 No real learner data – use invented names, grades and examples only.
🔍 Always check the output – AI can sound confident and still be wrong.
🏷️ Be transparent – tell learners and colleagues when AI helped create material.
💶 Stay on free features – every participant should be able to repeat the demo.

3. PREPARATION

Complete all technical preparation before participants join – a failed setup during live time undermines confidence in the tools. Send participants a one-line summary of each tool and the agenda 24 hours in advance.

PREP TIMELINE

24 HOURS BEFORE	30 MINUTES BEFORE	AT THE START
Send agenda and a one-line summary of each tool.	Log in to all tools, open tabs, test screen share and audio.	Demo prompts and audio clip ready in one document.

3.1 MATERIALS NEEDED

- ☐ Free account on ChatGPT (chat.openai.com) — created and logged in before the session
- ☐ Free account on Canva (canva.com) — created and logged in before the session
- ☐ Free account on Otter.ai (otter.ai) — created and logged in before the session
- ☐ Browser window with all three tools already open in separate tabs
- ☐ 2–3 pre-prepared VET-relevant demo prompts per tool (do not rely on improvised prompts)
- ☐ Short pre-recorded audio clip (2–3 min) for the Otter.ai transcription demo
- ☐ Screen share and audio tested in the platform before participants join

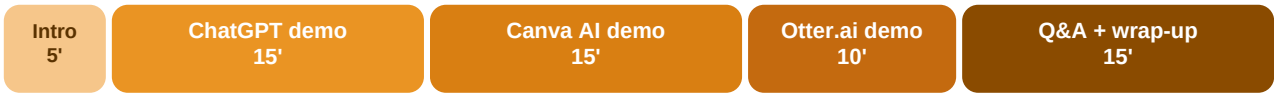
3.2 READY-TO-USE DEMO PROMPTS

💬 CHATGPT	🎨 CANVA AI	🎙️ OTTER.AI
“Write 3 learning objectives for a module on food safety in hospitality, level 3 VET.”	“Create a 5-slide introduction to green economy for VET learners.”	Transcribe a 2-minute workshop briefing and show the auto-summary.

4. STEP-BY-STEP INSTRUCTIONS

Step	Time	What the facilitator does
1	*5 min*	*Welcome and framing. Open with camera on. Set expectations: this is a demonstration, not a training — participants will see real tools in action. Questions are welcome via the chat window throughout. All three tools have free tiers sufficient for everyday VET use. Briefly state why these three tools were chosen: they are the most commonly encountered by learners and the most transferable across different VET sectors.*
2	*15 min*	*ChatGPT demo. Share screen and open ChatGPT. Run live: (1) Draft a learning objective — "Write a learning objective for a module on food safety in hospitality, level 3 VET." Discuss how to refine it. (2) Create assessment tasks — "Generate three assessment questions that cannot easily be answered by copying from a website." Discuss what makes them AI-resistant. (3) Generate feedback — paste in a fictional learner answer and prompt for formative feedback; show how tone can be adjusted. Pause after each task to address 1–2 chat questions.*
3	*15 min*	*Canva AI demo. Switch to the Canva tab. Focus on AI-assisted features: (1) Magic Design — generate a slide presentation from: "A five-slide introduction to the green economy for VET learners." (2) Magic Media — generate an illustration for a course handout using a simple, professional prompt; discuss the output critically. (3) Magic Write — draft a short course description or caption. Model calm troubleshooting if any feature has moved or changed.*
4	*10 min*	*Otter.ai demo. Switch to the Otter.ai tab. Use a pre-recorded audio clip (2–3 min) rather than a live recording to avoid time pressure. Show the transcription output and the auto-summary feature (short summary + action items). Discuss VET use cases: transcribing learner presentations for assessment, documenting guest speaker sessions, accessibility support for learners with note-taking difficulties.*
5	*15 min*	*Open Q&A and wrap-up. Stop screen share and return to camera view. Open the floor for questions from chat. Structure the Q&A: (1) Practical getting-started questions — how to sign up, what is free vs. paid; (2) Concerns about learner use and academic integrity; (3) GDPR and data privacy considerations. Close by sharing the link to Supporting Tool 2 (AI Use Policy Template) and encouraging participants to try one tool with one real task before the next session.*

SESSION FLOW · 60 MIN



5. DEBRIEF QUESTIONS



- Which of the three tools felt most immediately useful for your own VET context, and why?
- What concerns do you have about using AI tools in your teaching – and what would need to be true for them to be addressed?
- What is one specific task you will try with one of these tools in the next week?
- How would you explain responsible AI use to your own learners?

5.1 KOLB EXPERIENTIAL LEARNING CYCLE

Concrete experience	*Participants observe three AI tools being used live for real VET teaching and assessment tasks*
Reflective observation	*Participants pause to consider which tools and use cases matched their own teaching context and which raised concerns.*
Abstract conceptualisation	*Participants extract principles for evaluating AI tools: accessibility, pedagogical fit, data privacy, and learner impact.*
Active experimentation	*Participants commit to trying one tool with one real task within one week and bring their experience to the next session.*

VARIATIONS

- Hands-on version: give participants 5 minutes after each demo to try the same prompt themselves.
- Subject-specific: swap the demo scenarios for one trade (e.g. construction, care, tourism).
- Shorter (45 min): demo only ChatGPT and Canva AI; move Otter.ai to a follow-up email.
- Follow-up session: one week later, participants share the task they tried and what happened.
- Face-to-face: run it in a computer room so everyone works along on their own device.

6. WORKSHEET

Name: ..... Subject / trade: ..... Date: .....

6.1 TOOL TRY-OUT CARD

Fill in during or straight after each demo.

Tool	What I saw it do	How I could use it	My concern / question
💬 ChatGPT			
🎨 Canva AI			
🎙️ Otter.ai			

6.2 MY ONE-WEEK CHALLENGE

The tool I will try: .....

The task I will use it for: .....

When I will do it: .....

How I will check the output: .....

Who I will share the result with: .....

🔒 **SAFE-USE CHECK BEFORE I START**

□ No real learner data □ I will check every output □ I will say when AI helped □ Free features only

🔁 **Bring this sheet to the follow-up session and share what happened.**

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AI

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