



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

AI Course Redesign Institute

Breakfast: 8:30 – 9:00 AM

Institute: 9:00 AM – 2:00 PM

Image created using Adobe Firefly



Icebreaker: Pick one or more and discuss amongst yourselves

- What did you think about what the students had to say about AI (video)?
- What's wrong with this image?
- Did you travel this summer or wished you had?
- Happiest memory
- Favorite foods
- Pets
- What is your alma mater(s)
- Share anything else you want to share!



Download

- **Adobe Express** (mobile app and/or web)
<https://www.adobe.com/express/>
- **Adobe Firefly** (mobile app and/or web)
<https://www.adobe.com/products/firefly.html>
- **Microsoft Copilot** (mobile app and/or web)
<https://copilot.microsoft.com/chats/>





Welcome & Introduction to the Institute

Dr. Peggy Semingson
Director of CRTLE

Image created using Adobe Firefly



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

Keynote, Dr. Pete Smith

Critical Perspective
*Can I be an AI crusader
and an AI critic at the
same time?*



Pete Smith
psmith@uta.edu



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

Policy Guidance Tools to Start

Look in Files folder in Teams



Peggy Semingson
peggys@uta.edu



Khanmigo Resources

Canvas Resource
Page

<https://uta.instructure.com/courses/31630/pages/khanmigo-teacher-tools>

Canvas Partner Page

<https://community.canvaslms.com/t5/Partner-Listings/Khan-Academy-s-Khanmigo-Teacher-Tools-for-U-S-Educators/ta-p/617373#toc-hId--1601270672>

Khanmigo Training
Course

https://www.khanacademy.org/khan-for-educators/khanmigo-for-educators?utm_source=canvas&utm_medium=referral&utm_campaign=wham-boost

[Let's also explore Adobe Express and Adobe Firefly](#)



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

Instructional Use of AI



Karen Magruder
karen.magruder@uta.edu



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

Instructional Use of AI



Heather Philip
heather.philip@uta.edu



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

AI Chatbots



Ramón E. López
prelopez@uta.edu



Break

10:30 – 10:45 AM



Resources in Teams

- Readings
- Links
- Tools
- Example syllabus language

Image created using Adobe Firefly

Work Time

10:55 AM – 12:00 PM

Pick one or both to work on:

- Select a course and syllabus to work on to enhance policy, instruction, and/or assessment. What alternative assessment can you design? How can you integrate AI into your teaching? Can you redesign one traditional assignment into something that is AI-inclusive?
- Come up with an action plan for yourself to further your own learning for AI and teaching.



Working Lunch

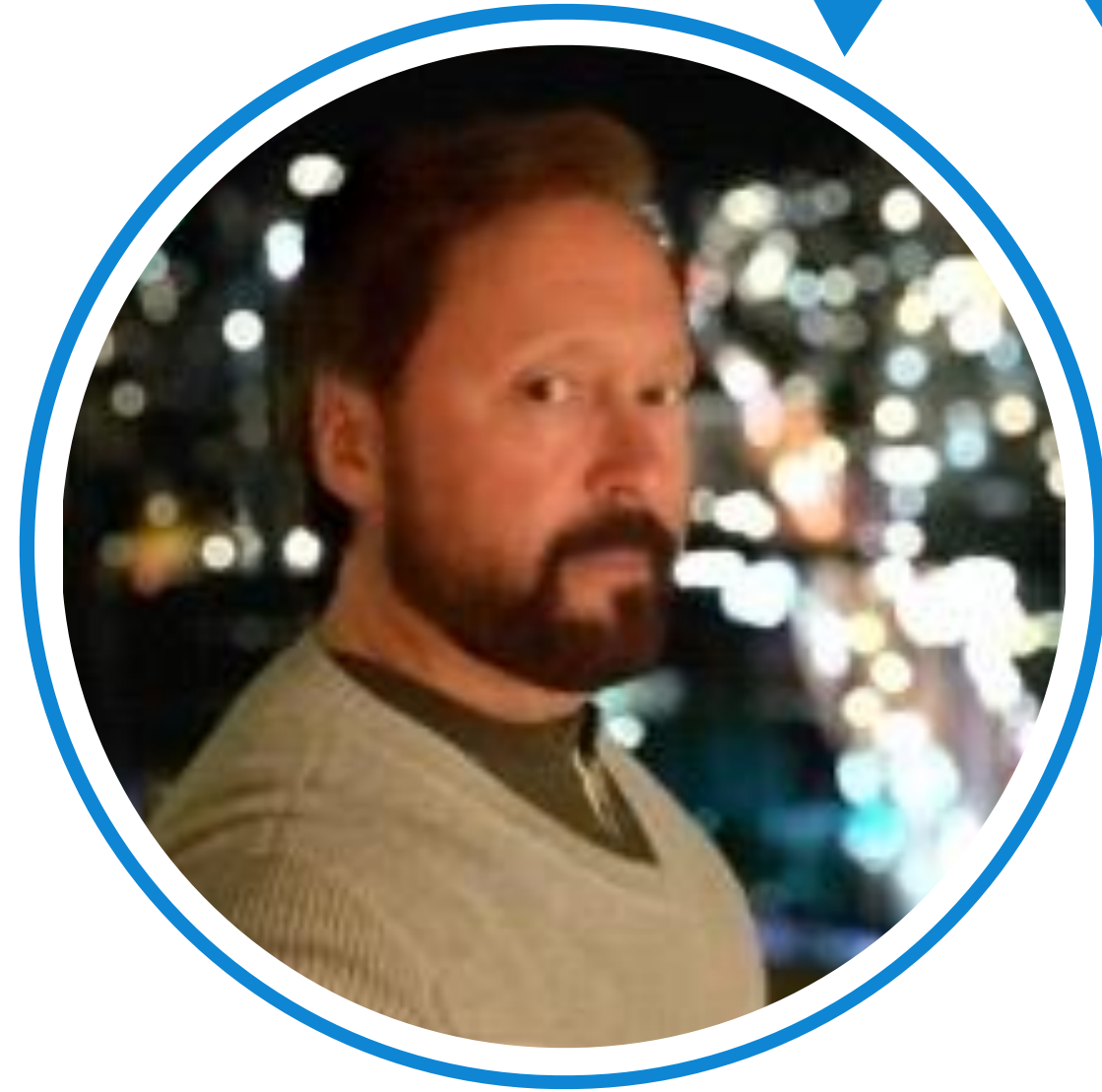
12:00 PM – 1:00 PM

- Box Lunches
- Info on prompting
- Continue to work if/as needed
- Dialogue with others



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

Prompting



Lee Pierce
lee.pierce@uta.edu



Edward Gonzales
eagonz@uta.edu



Working Lunch

12:00 PM – 1:00 PM

Your Choice:

- Book Discussion
(Questions on agenda)
- Continue dialogue
- Continue working on either syllabus or action plan



Discussion & Debrief

1:00 – 1:45 PM

Share in small group

- What did you work on, learn, or talk about today?

Share in full group:

- What did you talk about?

Recommended Books on AI & Education

We invite faculty to explore our curated collection of books on pedagogy, curriculum design, and the evolving role of AI in education.

Available Books:



Co-Intelligence: Living and Working with AI — Ethan Mollick

AI Snake Oil: What Artificial Intelligence Can Do, What it Can't and How to Tell the Difference — Arvind Narayanan & Sayash Kapoor

More than Words: How to Think About Writing in the Age of AI — John Warner

AI Optimism: A Guide to Redefining Artificial Intelligence in Education — Becky Keene

AI with Intention: Principles and Action Steps for Teachers and School Leaders — Tony Frontier

The AI Workshop: The Complete Beginner's Guide to AI — Milo Foster

Teaching with AI: A Practical Guide to a New Era of Human Learning — Bowen & Watson

The Power of AI for Educators — Victoria R. Summers

The AI Con: How to Fight Big Tech's Hype and Create the Future We Want — Bender & Hanna

Empire of AI: Dreams and Nightmares — Karen Hao

- All books are available for checkout.
- Want to borrow a book or suggest a new title? Use the Library Checkout Form at the QR code or the link below.

<https://forms.office.com/r/kd5NjUWZd9>

AI Agents and Agentic Workflows

Dr. George Siemens

August 22, 2025

12:00-3:30 PM

In-Person: Trinity Hall 104

Online: via Microsoft Teams



Higher education has been slow to adopt AI through an intentional future-focused strategic planning approach. As technologies evolve, however, staff, faculty, and administrators now have an opportunity to build AI tools to help learners be successful. This session will discuss AI agents and agentic architectures that can be deployed in days. Some of these focus on classroom level implementations, but university-wide agents are accessible and deployable with strategic planning. Attendees will walk away with a practical roadmap and tools to deploy AI agents in personal productivity and in design, teaching, and learning activities. Lunch provided for in-person attendees.

AGENDA

- 12:00-1:00 PM Welcome Lunch and Networking
- 1:00-2:00 PM Presentation on AI Agents and Agentic Workflows
- 2:15-3:15 PM Group Discussion and Application Activity
- 3:15-3:30 pm Q&A and Wrap-up



Center for Research on Teaching and Learning Excellence
OFFICE OF THE PROVOST

AI Course Redesign Institute

Encore: October 31st

Image created using Adobe Firefly



Wrap-Up



crtle@uta.edu



www.uta.edu/crtle

Reminder: To get your faculty development funds for the Institute, complete the feedback survey at the QR code or link below.



Powered By QuestionPro

<https://utaedu.questionpro.com/t/AQYy2Z6uJb>



Pete Smith
psmith@uta.edu



Peggy Semingson
peggys@uta.edu



Karen Magruder
karen.magruder@uta.edu



Heather Philip
heather.philip@uta.edu



Ramón E. López
prelopez@uta.edu

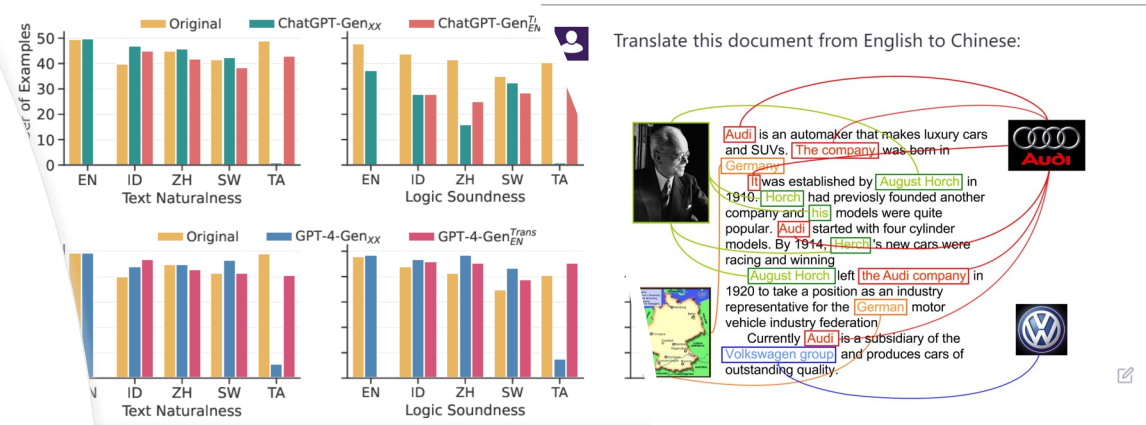


Lee Pierce
lee.pierce@uta.edu



Edward Gonzales
eagonz@uta.edu

My teaching and research....

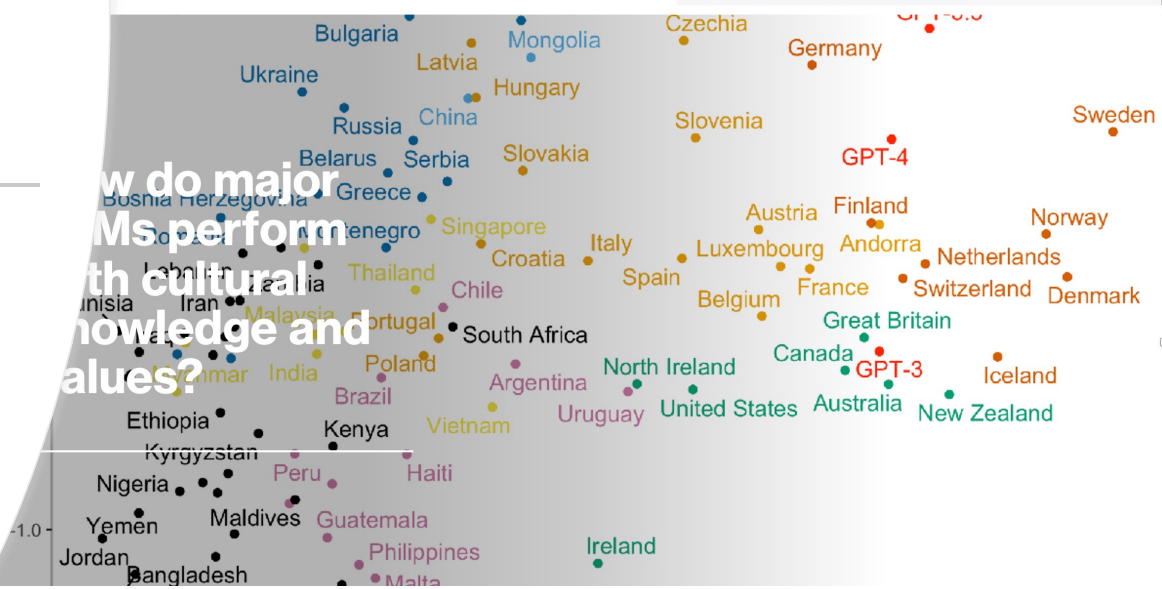


Random examples from the original XCOPA, ChatGPT (top) and GPT-4 (bottom) generated data in target languages, and tran...

Methods in Natural Language Processing 2023
 Application for Enhanced Crosslingual Performance
 Alhury, Alham Fikri Aji

一家生产豪华汽车和SUV的汽车制造商。该公司起源于德国。古斯特·霍希 (August Horch) 于1910年创立。霍希此前曾另一家公司，其车型相当受欢迎。奥迪起初生产四缸车型。年，霍希的新车开始参加比赛并获胜。

How do major LMs perform with cultural knowledge and values?



In my classroom....

AI has a Role in Almost All Aspects of the Language

Language and Global Content Offerings That Utilize AI

Interpreting

- Conference
- On-site
- **Video remote interpreting (VRI)** and **video remote (VRI)**
- **Remote simultaneous (RSI)**
- **Machine interpreting (MI)**

Value-add

- **Project management**
- **Desktop publishing**
- **Internationalization**
- **International testing**
- **Engineering**
- **QA**

Language technology

- **Service delivery tools:** terminology, interpreting tools, quality assurance
- **Tools and workflow management**
- **Authoring and publishing:** CMS, authoring
- **Content enrichment, connectors**
- **Visual tools:** dubbing, subtitling

Translation and localization

- **Translation**
- **Transcreation**
- **MT editing**
- **Localization:** software, websites, games, mobile apps

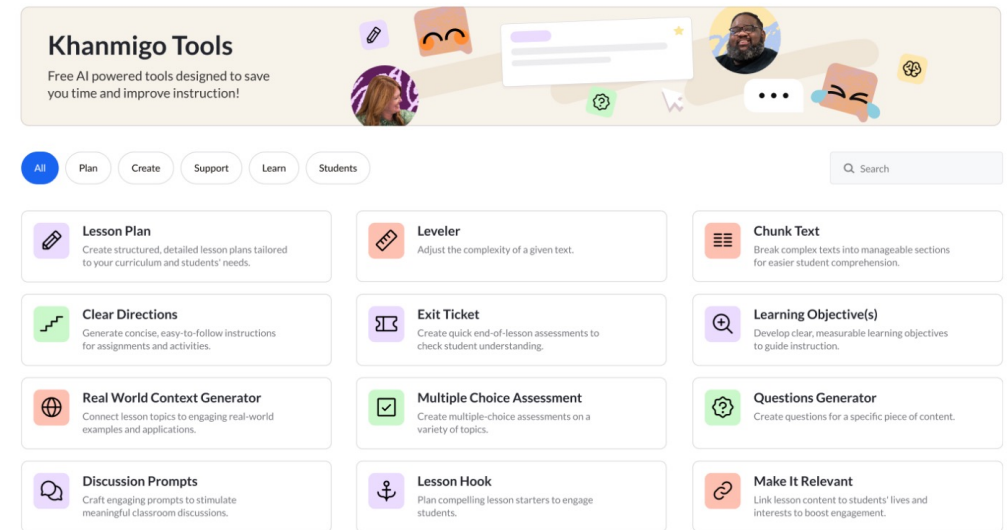
Multimedia

- **Dubbing**
- **Narration**
- **Voice-over**
- **Subtitling**
- **Transcription**

Supporting services

- **Staffing and recruiting**
- **Language and cultural training**
- **Marketing services:** brand analysis, marketing, social media support, advertising, analytics
- **Content services:** management, enrichment, creation, application development, content
- **Specialty services:** Monolingual transcription, processing, regulatory compliance, gene

In my Canvas shell....



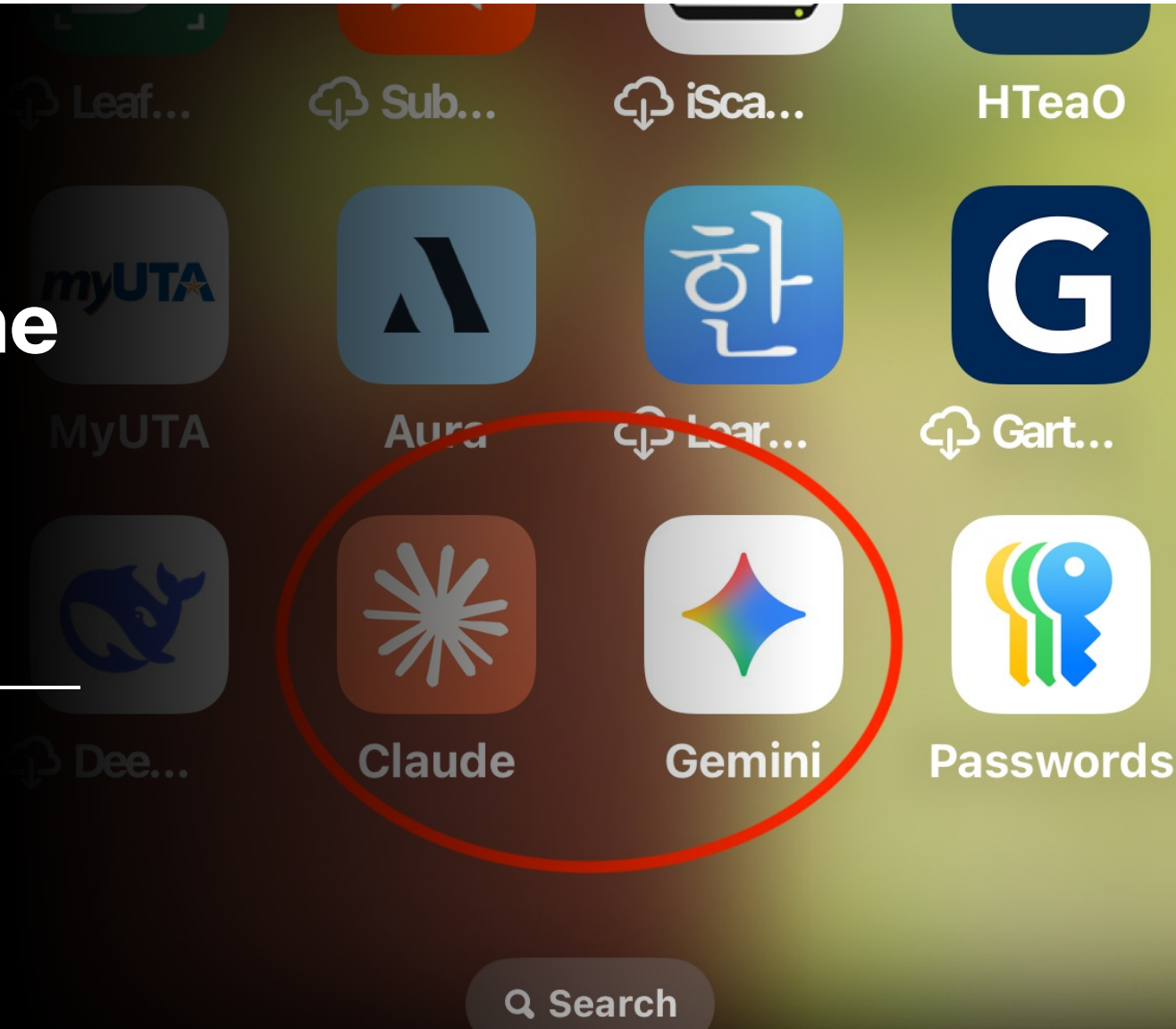
Khanmigo Tools
Free AI powered tools designed to save you time and improve instruction!

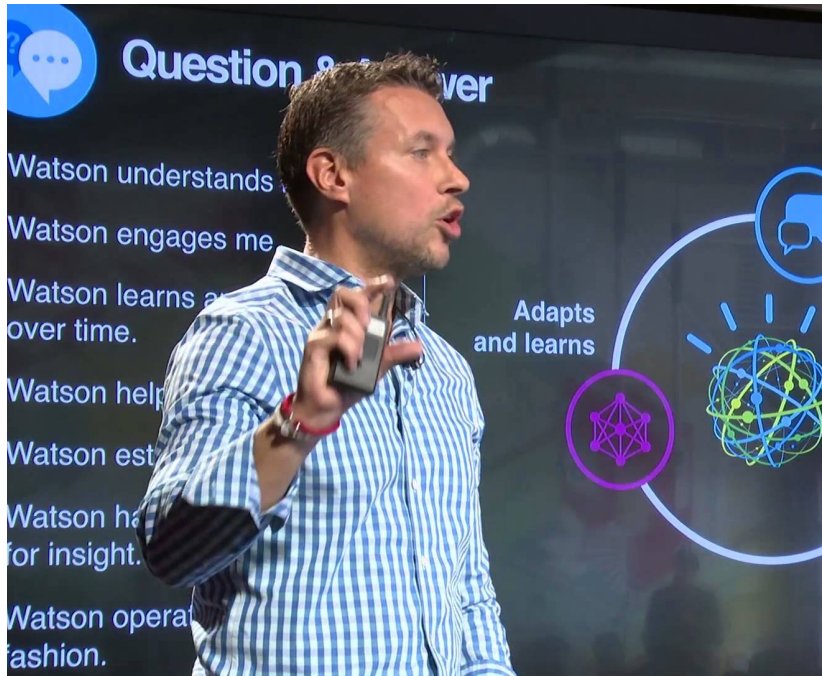
AI Plan Create Support Learn Students

Search

- Lesson Plan**
Create structured, detailed lesson plans tailored to your curriculum and students' needs.
- Leveler**
Adjust the complexity of a given text.
- Chunk Text**
Break complex texts into manageable sections for easier student comprehension.
- Clear Directions**
Generate concise, easy-to-follow instructions for assignments and activities.
- Exit Ticket**
Create quick end-of-lesson assessments to check student understanding.
- Learning Objective(s)**
Develop clear, measurable learning objectives to guide instruction.
- Real World Context Generator**
Connect lesson topics to engaging real-world examples and applications.
- Multiple Choice Assessment**
Create multiple-choice assessments on a variety of topics.
- Questions Generator**
Create questions for a specific piece of content.
- Discussion Prompts**
Craft engaging prompts to stimulate meaningful classroom discussions.
- Lesson Hook**
Plan compelling lesson starters to engage students.
- Make It Relevant**
Link lesson content to students' lives and interests to boost engagement.

On my iPhone
and iPad....





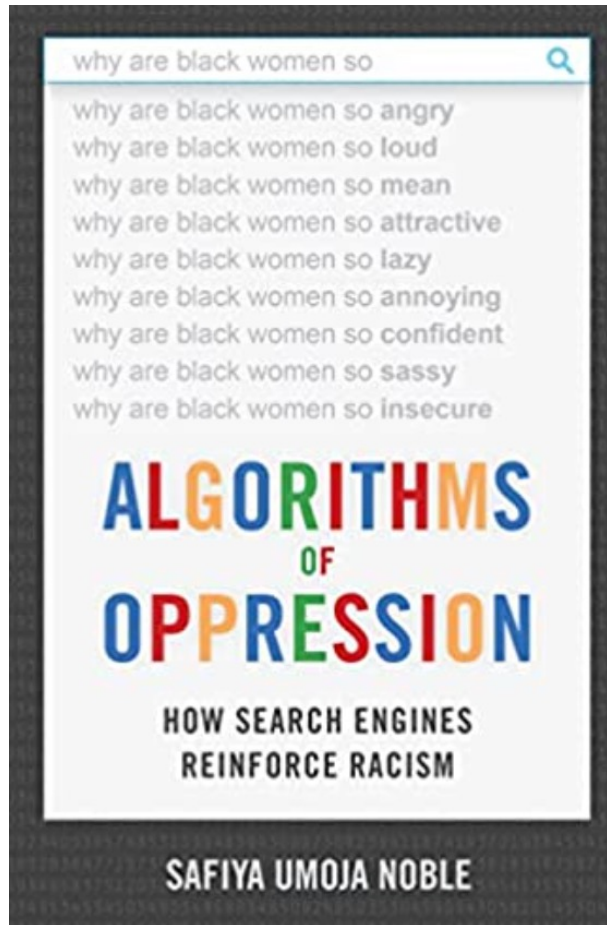
Hype early, hype often!

- *Anthropic CEO Dario Amodei predicts AI could eliminate half of all entry-level white-collar jobs within 1-5 years.*
- *Amodei says unemployment could surge to 10-20% as automation rapidly replaces humans in finance, law, tech, and consulting.*

Early Critical Debate and Discussion

- Robust language understanding is ...
- What can the models actually do?
- What challenges them?
- How is progress in the field likely to occur?
- Who controls these elements?





Bias, Ethics, and FaaCTs

- Critics such as Safiya Noble emerge, 2018-
- FaaCT Conference
- *Algorithmic systems are being adopted in a growing number of contexts, fueled by big data. These systems filter, sort, score, recommend, personalize, and otherwise shape human experience, increasingly making or informing decisions with major impact on access to, e.g., credit, insurance, healthcare, parole, social security, and immigration. Although these systems may bring myriad benefits, they also contain inherent risks, such as codifying and entrenching biases; reducing accountability, and hindering due process; they also increase the information asymmetry between individuals whose data feed into these systems and big players capable of inferring potentially relevant information.*

“The Critics”

- Bender et al. (2020) question the entire LLM enterprise.
- Bender as a linguist and field leader has stressed that language models train on form not function.
- Thus artifacts in LLM output such as hallucination and struggles with quantitative elements/basic math are entirely to be expected.
- Bender Twitter: @emilymbender

2024 DR. BRUCE J. NELSON '74 DISTINGUISHED SPEAKER SERIES

LEARNING IN THE AGE OF AI

“DON'T TRY TO GET ANSWERS FROM A STOCHASTIC PARROT”

EMILY M. BENDER
Professor of Linguistics, University of Washington (Seattle); 100 Most Influential People in Artificial Intelligence (*Time* magazine, 2023)

More Like "Limited" Language Model

Emily M. Bender
Linguistics Professor at University of Washington

This work is licensed under a Creative Commons Attribution International 4.0 License.
21, March 3-10, 2021, Virtual Event, Canada
ISBN 978-1-4503-8309-7/21.03.
https://doi.org/10.1145/3442188.3445922

On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🐦

Emily M. Bender*
ebender@uw.edu
University of Washington
Seattle, WA, USA

Angelina McMillan-Major
aymm@uw.edu
University of Washington
Seattle, WA, USA

Timnit Gebru*
timnit@blackinai.org
Black in AI
Palo Alto, CA, USA

Shmargaret Shmitchell
shmargaret.shmitchell@gmail.com
The Aether

work in NLP have been characterized by the employment of ever larger language models, es-BERT, its variants, GPT-2/3, and others, most ve pushed the boundaries of the possible both l innovations and through sheer size. Using els and the methodology of fine-tuning them earchers have extended the state of the art ks as measured by leaderboards on specific h. In this paper, we take a step back and ask: hat are the possible risks associated with this aths are available for mitigating those risks? dations including weighing the environmen- first, investing resources into curating and ; datasets rather than ingesting everything on pre-development exercises evaluating how fits into research and development goals and values, and encouraging research directions nguage models.

S
odologies → Natural language processing.
mat:
timnit Gebru, Angelina McMillan-Major, and Shmar-
1. On the Dangers of Stochastic Parrots: Can Language
In *Conference on Fairness, Accountability, and Trans-*
March 3-10, 2021, Virtual Event, Canada. ACM, New
pages. <https://doi.org/10.1145/3442188.3445922>

DUCTION
gest trends in natural language processing (NLP) has easing size of language models (LMs) as measured er of parameters and size of training data. Since 2018

This work is licensed under a Creative Commons Attribution International 4.0 License.
21, March 3-10, 2021, Virtual Event, Canada
ISBN 978-1-4503-8309-7/21.03.
https://doi.org/10.1145/3442188.3445922

alone, we have seen the emergence of BERT and its varia 70, 74, 113, 146], GPT-2 [106], T-NLG [112], GPT-3 [25], ar recently Switch-C [43], with institutions seemingly comp produce ever larger LMs. While investigating properties of l how they change with size holds scientific interest, and lar have shown improvements on various tasks (§2), we ask v enough thought has been put into the potential risks ass with developing them and strategies to mitigate these risk:

We first consider environmental risks. Echoing a line of work outlining the environmental and financial costs of dee ing systems [129], we encourage the research community to tize these impacts. One way this can be done is by reportin and evaluating works based on the amount of resources th sume [57]. As we outline in §3, increasing the environmer financial costs of these models doubly punishes marginaliz munities that are least likely to benefit from the progress a by large LMs and most likely to be harmed by negative e mental consequences of its resource consumption. At the s are discussing (outlined in §2), the first consideration shoul environmental cost.

Just as environmental impact scales with model size, the difficulty of understanding what is in the training dat we discuss how large datasets based on texts from the 1 overrepresent hegemonic viewpoints and encode biases pot damaging to marginalized populations. In collecting eve: datasets we risk incurring documentation debt. We reco mitigating these risks by budgeting for curation and docum at the start of a project and only creating datasets as large be sufficiently documented.

As argued by Bender and Koller [14], it is important to stand the limitations of LMs and put their success in conte not only helps reduce hype which can mislead the public searchers themselves regarding the capabilities of these L might encourage new research directions that do not nec depend on having larger LMs. As we discuss in §5, LMs performing natural language understanding (NLU), and on success in tasks that can be approached by manipulating tic form [14]. Focusing on state-of-the-art results on leade without encouraging deeper understanding of the mechar which they are achieved can cause misleading results as

Climbing towards NLU:
On Meaning, Form, and Understanding in the Age of Data

Emily M. Bender
University of Washington
Department of Linguistics
ebender@uw.edu

Alexander Koller
Saarland University
Dept. of Language Science and Technology
koller@coll.uni-saarland.de

Abstract

The success of the large neural language models on many NLP tasks is exciting. However, we find that these successes sometimes lead to hype in which these models are being described as “understanding” language or capturing “meaning”. In this position paper, we argue that a system trained only on form has *a priori* no way to learn meaning. In keeping with the ACL 2020 theme of “Taking Stock of Where We’ve Been and Where We’re Going”, we argue that a clear understanding of the distinction between form and meaning will help guide the field towards better science around natural language understanding.

1 Introduction

The current state of affairs in NLP is that the large neural language models (LMs), such as BERT (Devlin et al., 2019) or GPT-2 (Radford et al., 2019), are making great progress on a wide range of tasks, including those that are ostensibly meaning-sensitive. This has led to claims, in both academic and popular publications, that such models “understand” or “comprehend” natural language or learn its “meaning”. From our perspective, these are overclaims caused by a misunderstanding of the relationship between linguistic form and meaning.

We argue that the *language modeling task*, because it only uses form as training data, cannot in principle lead to learning of meaning. We take the term *language model* to refer to any system trained only on the task of string prediction, whether it operates over characters, words or sentences, and sequentially or not. We take (linguistic) *meaning* to be the relation between a linguistic form and communicative intent.

Our aim is to advocate for an alignment of claims and methodology: Human-analogous natural language understanding (NLU) is a grand challenge of artificial intelligence, which involves mastery of

the structure and use of language and the ability to ground it in the world. While large neural LMs may well end up being important components of an eventual full-scale solution to human-analogous NLU, they are not nearly-there solutions to this grand challenge. We argue in this paper that genuine progress in our field—climbing the right hill, not just the hill on whose slope we currently sit—depends on maintaining clarity around big picture notions such as *meaning* and *understanding* in task design and reporting of experimental results.

After briefly reviewing the ways in which large LMs are spoken about and summarizing the recent flowering of “BERTology” papers (§2), we offer a working definition for “meaning” (§3) and a series of thought experiments illustrating the impossibility of learning meaning when it is not in the training signal (§4.5). We then consider the human language acquisition literature for insight into what information humans use to bootstrap language learning (§6) and the distributional semantics literature to discuss what is required to ground distributional models (§7). §8 presents reflections on how we look at progress and direct research effort in our field, and in §9, we address possible counterarguments to our main thesis.

2 Large LMs: Hype and analysis

Publications talking about the application of large LMs to meaning-sensitive tasks tend to describe the models with terminology that, if interpreted at face value, is misleading. Here is a selection from academically-oriented pieces (emphasis added):

- (1) In order to train a model that **understands** sentence relationships, we pre-train for a binarized next sentence prediction task. (Devlin et al., 2019)
- (2) Using BERT, a pretraining language model, has been successful for single-turn machine **comprehension** ... (Obtugi et al., 2019)
- (3) The surprisingly strong ability of these models to recall **factual knowledge** without any fine-tuning demon-

Climbing toward NLU?

- Bender & Koller (2020) examines “understanding in the age of data” models
- Anthropomorphising
- Larger notion of semantics in LLMs
- Analyzes: “But meaning could be learned from...”
- “There is so much form...surely that is enough.”
- “BERT improves performance on meaning-related tasks, so it must have learned something about meaning.”
- ERNIE model incorporating knowledge graph vectors

AI WORKERS' INQUIRY

A FacCT 2025 CRAFT Session that brings together workers, organizers, and labor experts to explore how AI is transforming our workplaces and discuss strategies for collective resistance

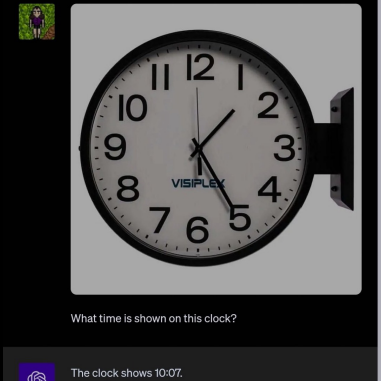
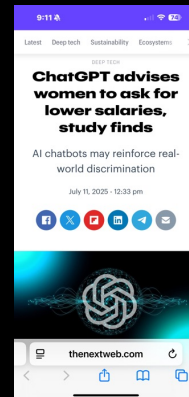
June 23, 2025, 4:15 PM-6:30 PM UTC+3

Athens, Greece and Online

[RSVP FORM](#)

Session Description

AI's impact on the labor process raises new questions about control, autonomy, and resistance. The goal of our workshop is to identify concrete possibilities for labor resistance by examining, with our participants and panelists, how AI technologies restructure work (and management), intensify exploitation, and shift the dynamics of control in everyday workplaces.



Centering Refugee and Migrant Voices: Human Rights-Based AI Evaluation Across Languages

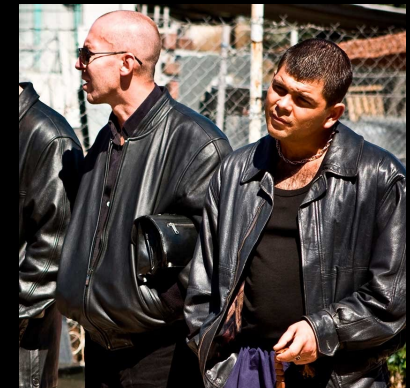
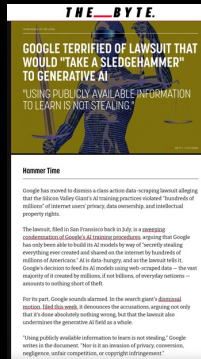
Roya Pakizad (Taraz and Mozilla Foundation)

Workshop Abstract

Humanitarian and government agencies are increasingly deploying generative AI chatbots to provide critical information to refugees, asylum seekers, and other displaced populations. Yet many of these tools are developed and evaluated primarily in English, often overlooking the linguistic, cultural, and legal nuances essential for safe and equitable access across diverse communities.

This virtual, hands-on CRAFT session invites participants to explore a web-based evaluation platform that allows users to interact with multilingual LLMs and assess their responses through a human-rights lens. After a brief introduction to the real-world deployment of AI chatbots in humanitarian settings, participants will independently navigate to the online platform to complete an interactive exercise.

- 1) Select a scenario from a curated list of refugee and migration-related topics;
- 2) Choose and refine the translated version of the prompt;
- 3) Test it on a selected large language model (LLM); and
- 4) Evaluate the chatbot responses using a human-rights-centered rubric, comparing outputs across language pairs to identify inconsistencies, tone shifts, factual gaps, and safety concerns.



TUESDAY, JULY 15, 2025

BUSINESS

Will Meta's Louisiana data center one day rival Manhattan's footprint?

By Business Report Staff



IN ABILENE, STARGATE PROJECT PUTS AI BOOM AT RISK OF HUMAN HEALTH

10-billion artificial intelligence project sits alongside a potentially harmful natural gas plant.

By ADITYA PANANGAZ
JULY 15, 2025, 9:06 AM CDT



'I can't drink the water' - life next to a US data centre

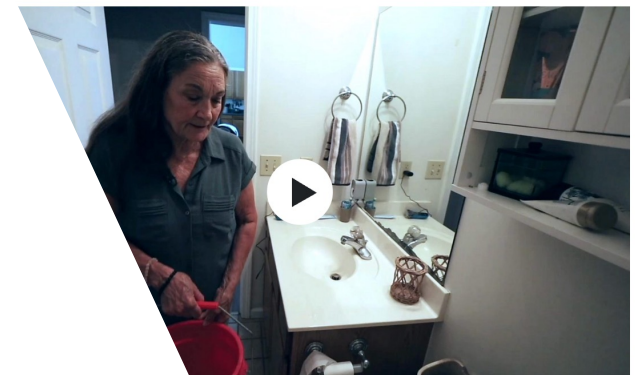
10 July 2025

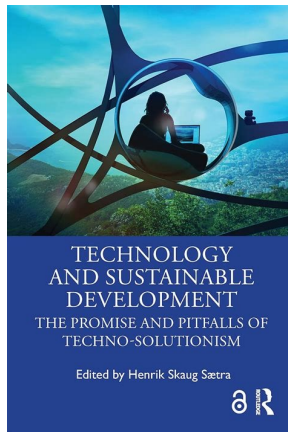
Share Save

chelle Fleury & Nathalie Jimenez

chelle Fleury is America business correspondent & Business reporter

Reporting from Georgia





TAMING SILICON VALLEY

HOW WE CAN ENSURE THAT AI WORKS FOR US

GARY MARCUS

"This might be the most important book you read this year—a brilliant dissection of current AI and why we need to do better."

—Annie Duke, author of *Thinking in Bets* and *Quit*

MARK FIRSTMARK

FIRSTMARK

MARK FIRSTMARK



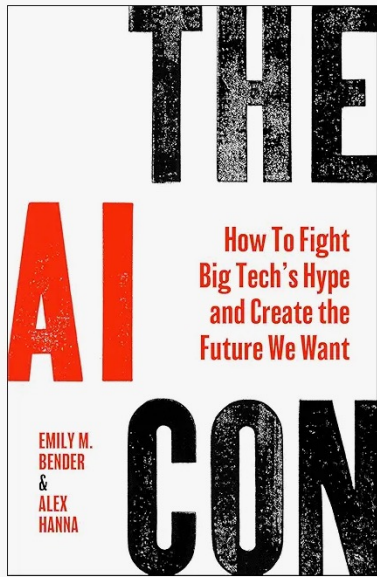
XXX



REBOOTING

AI Building Artificial Intelligence We Can Trust

GARY MARCUS and ERNEST DAVIS



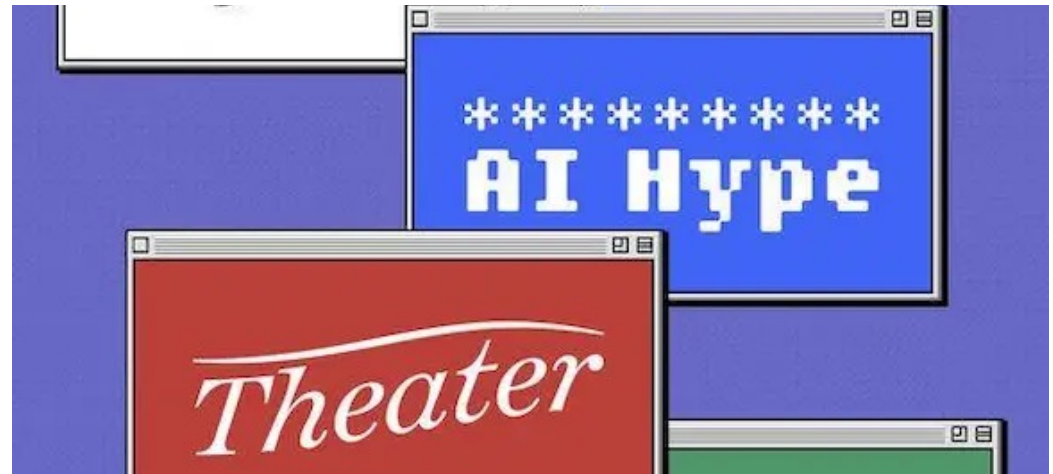
Stanford University
HAI Stanford University Human-Centered Artificial Intelligence

About Centers Research Education Policy News Events

Source: 2023 Foundation Model Transparency Index

	Meta	OpenAI	Google	Anthropic	Azure	Inflection	Amazon	Average
Data	40%	60%	20%	40%	20%	0%	20%	20%
Labor	29%	86%	14%	14%	0%	0%	0%	17%
Compute	87%	14%	14%	87%	14%	0%	0%	17%
Methods	78%	100%	50%	100%	75%	0%	0%	48%
Model Basics	100%	100%	50%	83%	67%	50%	33%	63%
Model Access	100%	100%	67%	100%	33%	33%	0%	57%
Capabilities	60%	80%	100%	40%	80%	60%	40%	62%
Risks	57%	0%	87%	14%	29%	29%	0%	24%
Mitigations	60%	0%	60%	0%	40%	40%	20%	26%
Distribution	71%	71%	57%	71%	57%	43%	43%	59%
Usage Policy	40%	20%	80%	40%	60%	40%	60%	44%
Feedback	33%	33%	33%	33%	33%	33%	33%	30%
Impact	14%	14%	14%	14%	14%	14%	14%	11%
Average	57%	62%	47%	47%	41%	31%	20%	13%

Chat window:
 @mattm... Whaddup ied
 abatrak_tester... yeah it reminds me of how companies have treated model cards and a dataset cards as a box-ticking exercise
 @mattm... 100%




How can I follow these more critical trends?

- “This Week in NLP”
- Dozens of Podcasts
 - “AI Daily Newsbrief”
 - “Better Offline” (Ed Zitron)
 - “Computer Says Maybe” (Alix Dunn)
 - “Tech Won’t Save Us” (Paris Marx)
- Of course, we highly recommend: “Pondering AI” with Kimberly Nevala!

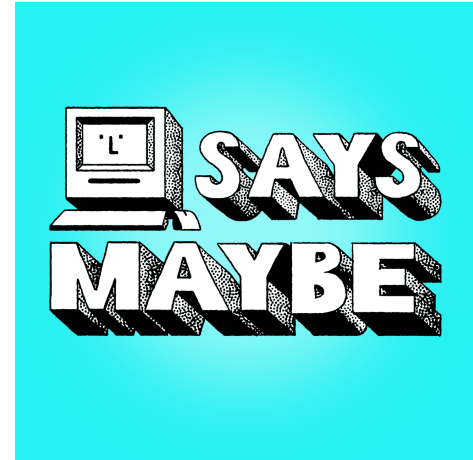
This Week in NLP
#220: Week ending Friday 3rd February 2023.
Curated by Robert Dale at [The Language Technology Group](#).

Another week's over. Did you keep up with your Twitter feed? Did you catch up on all those blogs? No? Well, we did, so you can relax: here are the key happenings this week in the Natural Language Processing industry that we think are worth knowing about.

If you find this newsletter useful, please help it grow by forwarding it to a friend or colleague.



The Generative AI Wars
Another week of wall-to-wall ChatGPT coverage. OpenAI officially announced [ChatGPT Plus](#), which will give you preferential access for US\$20 per month; and the January 30 release of ChatGPT claims [improved factuality and mathematical capabilities](#). Gmail creator Paul Buchheit thinks AI chatbots could [make typical search engines obsolete within two years](#). Meanwhile, Google now intends to unveil [more than 20 new AI-based](#)



Can I be an AI crusader and an AI critic at the same time?

Emerging concept: critical AI literacy.

Today's cartoon, by Lynn Hsu:



"One day, son, this farmland will be yours to sell to a tech company building a data center."

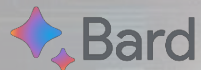


IRIS.AI



HeyGen

AI
CLAUDE CHATBOT



Bard



Jasper



AI
eeseyclone



Elicit

MusicFX



copy.ai

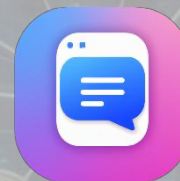


DALL-E



character.ai

perplexity



Gamma

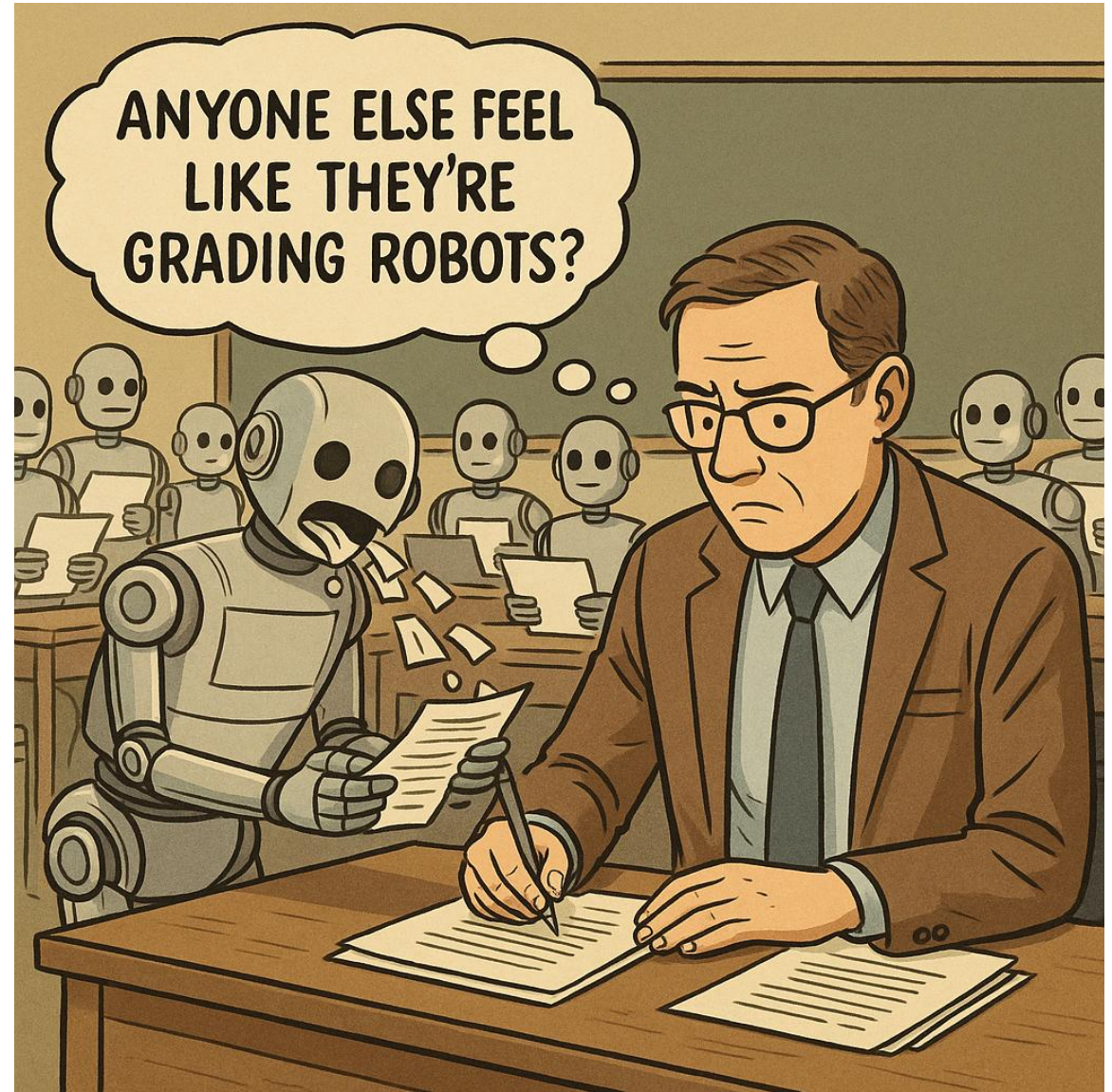
AI Capabilities

- Troubleshooting
- Personal Assistant / Academic Coach
- Emails, Subject Lines
- Grading Feedback & Rubrics
- Assignments & Instructions
- Proofreading/Editing
- Big Picture Organization
- Branching Scenarios
- Research Analysis & Pattern Identification
- Job Application and Personal Branding process (Resume, Interview, Cover Letter)
- Presentation outline Inspiration/Planning
-



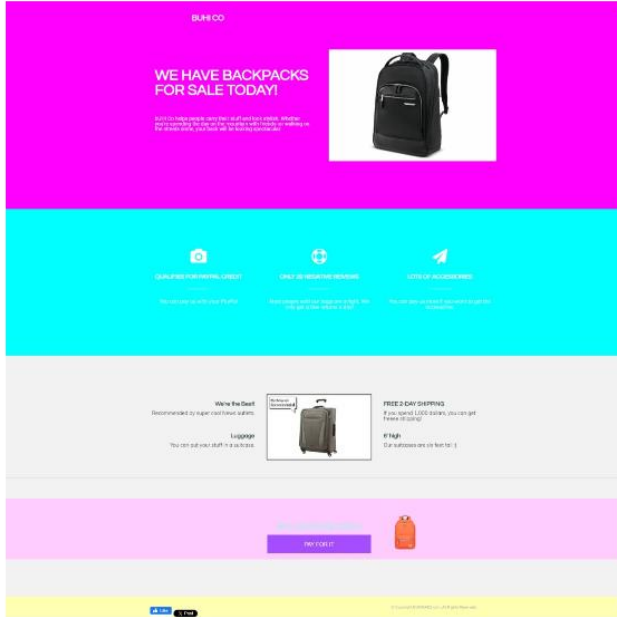


The Downside...



Assignment Instructions

Landing Page Optimization Assignment with Wishpond.pdf



AMERICAN DREAM BACKPACK

- 15" LAPTOP SLEEVE
- AIR MESH PADDING
- CUSTOM FABRIC LINER
- MEDIUM SIZE
- MULTIPLE COLORS

\$65
FREE SHIPPING

SHOP NOW



how can i improve this landing page for the attached display ad





ChatGPT

Critiquing the first image, which seems to be the landing page, there are several areas that could be improved to enhance its effectiveness, usability, and overall design:

1. **Design Consistency:** The color scheme of the landing page (pink and teal) does not match the display ad (orange). This inconsistency can confuse visitors who clicked on the ad expecting a visual continuation of what they saw.
2. **Typography and Readability:** The choice of fonts and their sizes on the landing page should be revisited. The header "BUHI CO" and the tagline "WE HAVE BACKPACKS FOR SALE TODAY!" vary greatly in size and do not seem to follow a clear visual hierarchy. The tagline should stand out more as it is the main call to action.
3. **Copy Clarity:** The tagline and accompanying text should clearly convey the value proposition. "BUHI CO helps people carry their stuff and look stylish" is too vague and does not highlight the unique selling points of the backpacks.
4. **Visual Hierarchy:** The page lacks a clear visual hierarchy. Key elements like the product image, the call to action, and the feature highlights should be arranged in a way that



Random Act of Kindness – Journal



journals
Discussion Board



💡 Observe and Reflect

For this assignment, you will perform *at least one* random act of kindness ([See examples below](#)) to a person you don't know. Follow the steps as ordered below.

1. First, write down some thoughts for your pre-reflection:
 - Explain the random act of kindness you plan on doing (it cannot be anonymous or hidden - you must be able to see the person's reaction)
 - Give a prediction for the reaction of the stranger you are doing the act of kindness for - how do you think they will respond?
2. Then, do the random act of kindness
3. Describe their actual reaction
4. Explain why you think I assigned this assignment for a class on consumer behavior - why would it be relevant? Do some research to lend credibility to your discussion.

*If you perform more than one random act of kindness, please compare/contrast your experiences and discuss why you think you had different (or similar) results.

Examples of Random Acts of Kindness:

- Holding the door open for someone
- Mowing someone's lawn
- Letting someone go in front of you in line
- Giving a stranger a compliment
- Baking treats for a neighbor you don't know
- Giving money to a person in need
- Inviting someone eating alone to join you
- Paying for the coffee of someone behind you in line
- Writing a thank you note for the mail delivery person
- Giving up your seat to someone on the bus
- [Find more online...](#)

Thought for 11 seconds >

Pre-reflection

I'm going to buy coffee for the person right behind me in the campus café line. It is quick, I can see their face, and it costs less than my marketing textbook rental. I think they will look confused for a second, then smile and thank me. My goal is to give them a small mood boost they were not expecting.

The act

After my 8 a.m. lecture I stopped at the café, ordered an iced latte, and told the barista, "I'd like to cover the next order too." I slid over to wait. A student in a biology hoodie ordered a caramel macchiato.

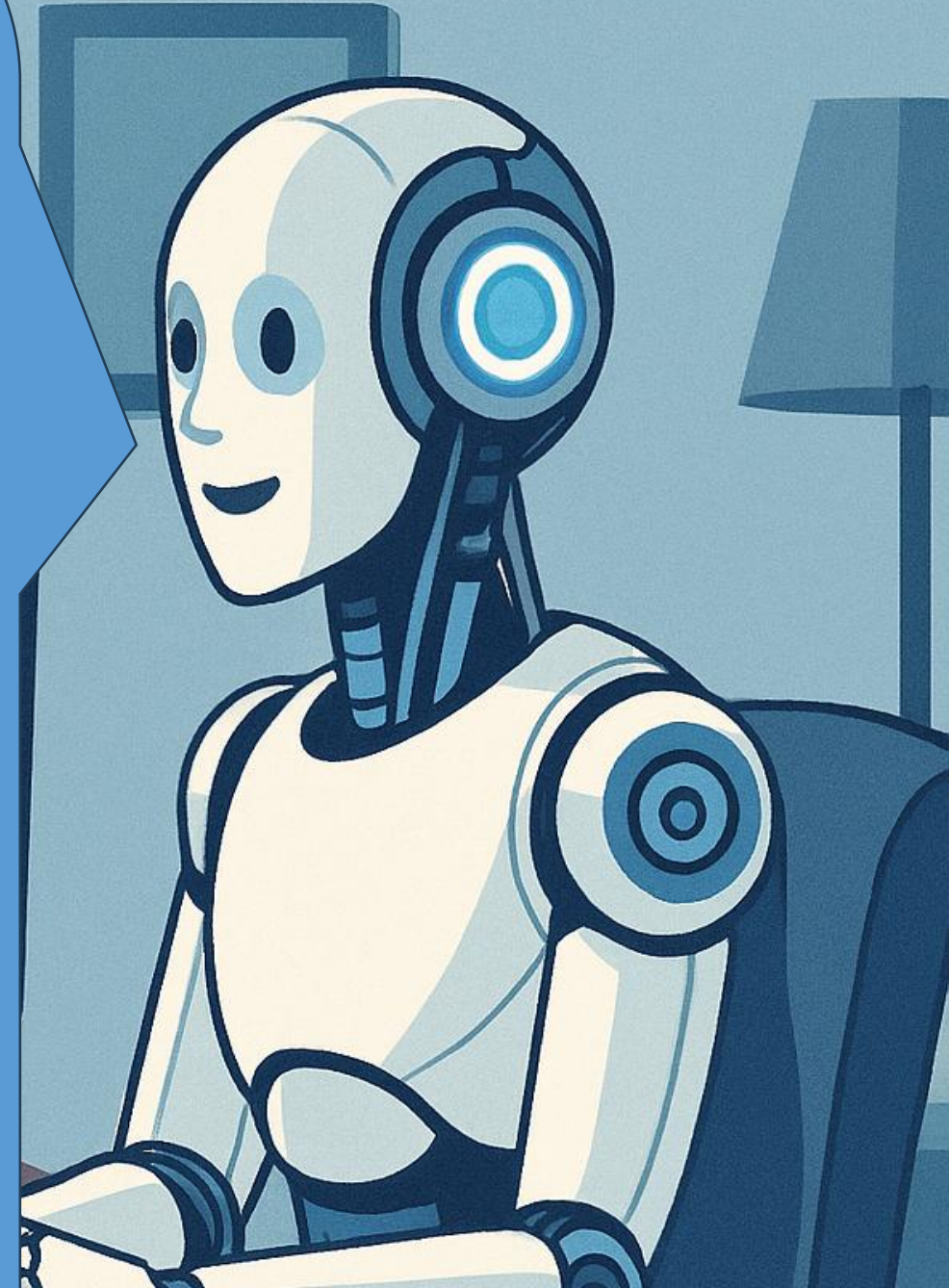
Reaction

When the barista said the drink was already paid for, she froze, looked around, and our eyes met. She grinned and said, "Seriously? Thank you, that is so nice." She gave a quick wave and walked off looking lighter than when she walked in. The whole scene lasted maybe twenty seconds, but it felt electric.

Why this matters in Consumer Behavior

1. Reciprocity

People feel pressure to return a favor the moment they receive one. Cialdini lists reciprocity as the first of his persuasion principles [Influence at Work](#). Brands do the same thing with free samples or surprise perks because they know many customers pay that kindness back with loyalty or positive reviews.



Dopamine neurons fire harder when a reward is unexpected, which makes the moment stick in the brain [PMC](#). Marketers design “surprise and delight” campaigns for this exact reason. My free-coffee move turned an ordinary morning into something she will probably remember all day.

3. Word-of-mouth ripple

Positive emotions often get shared. If she tells even one friend about the free drink, the goodwill spreads at zero extra cost. Brands count on this organic buzz to extend a campaign’s reach.

4. Costco connection

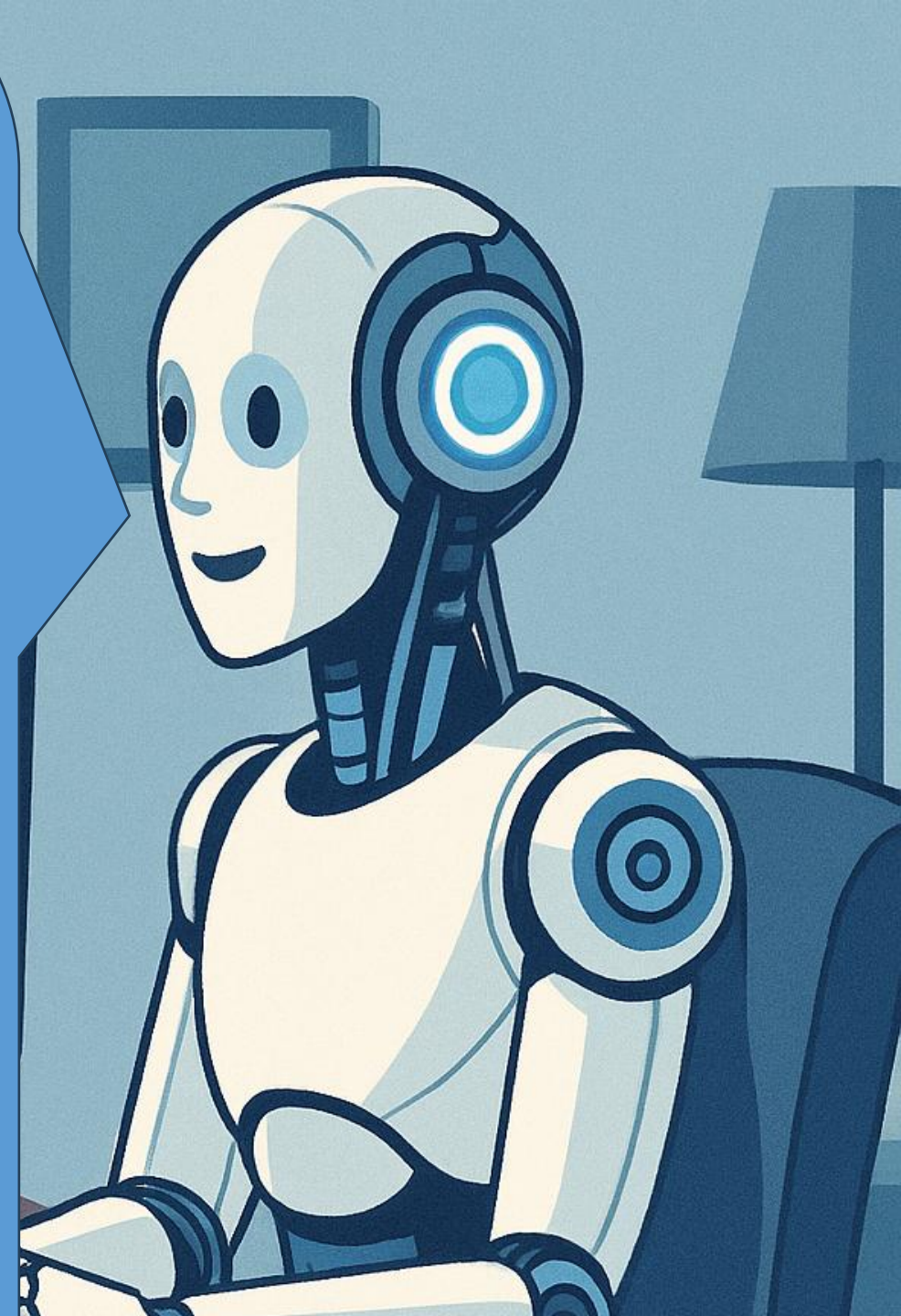
At work we hand out food samples for the same reason. A tiny cost upfront lowers barriers and nudges shoppers to toss that item into their carts. Seeing the principle at play in real life reinforces what I watch on the warehouse floor.

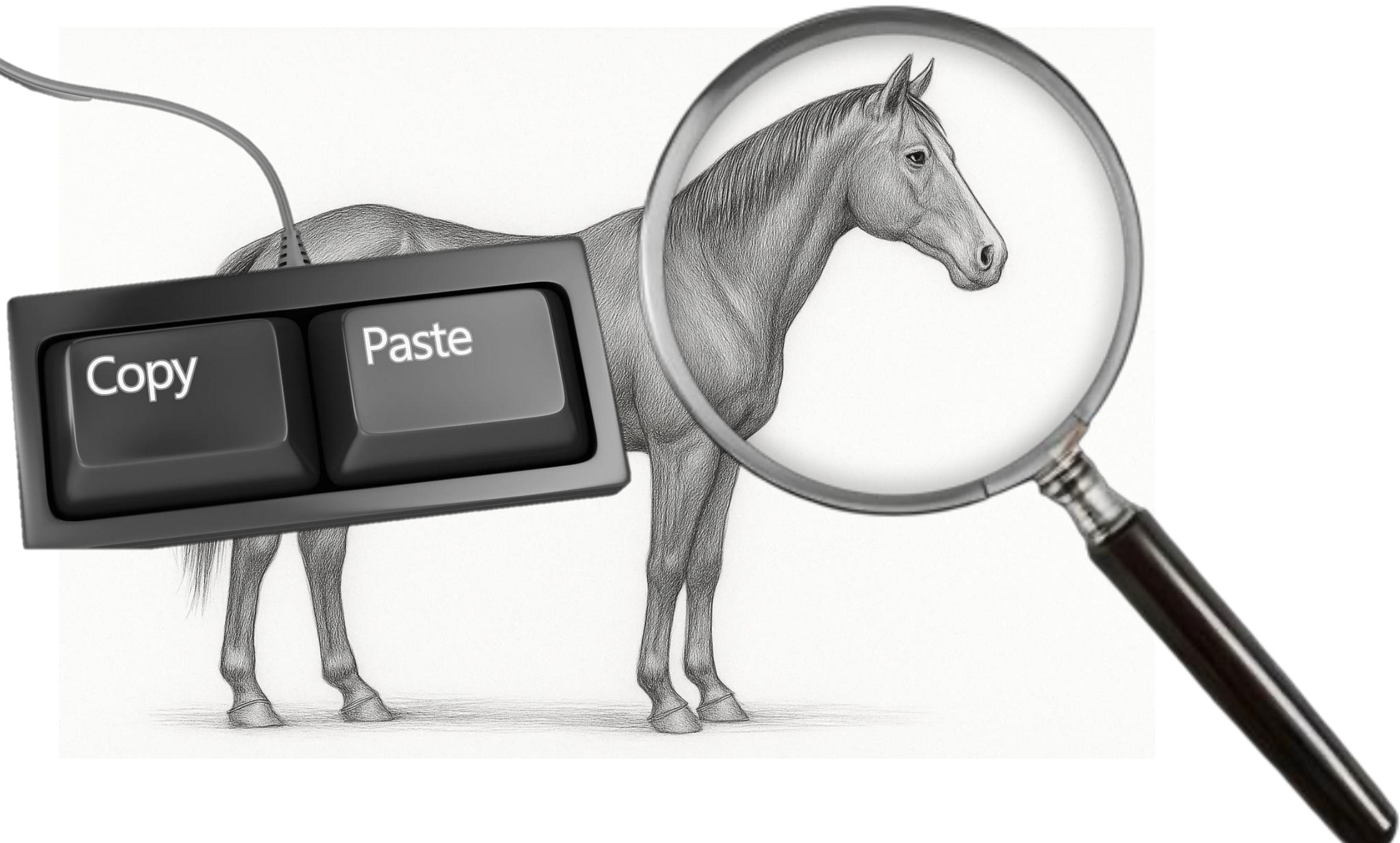
Reflection

One small gesture demonstrated core ideas from class better than any slide deck. I watched reciprocity, emotional encoding, and possible word-of-mouth unfold in real time. Next week I want to try a non-monetary act, like inviting someone eating alone to join me, to see if a social gesture sparks an even deeper connection. Either way, the lesson is clear: marketing wins when it creates feelings, not just messages.

References

- Influence at Work. “The First Universal Principle of Influence: Reciprocity.” Accessed August 7 2025. [Influence at Work](#)
- Schultz, W. “Dopamine in Motivational Control: Rewarding, Aversive, and Alerting.” *Frontiers in Neuroscience*. National Institutes of Health, 2010. [PMC](#)



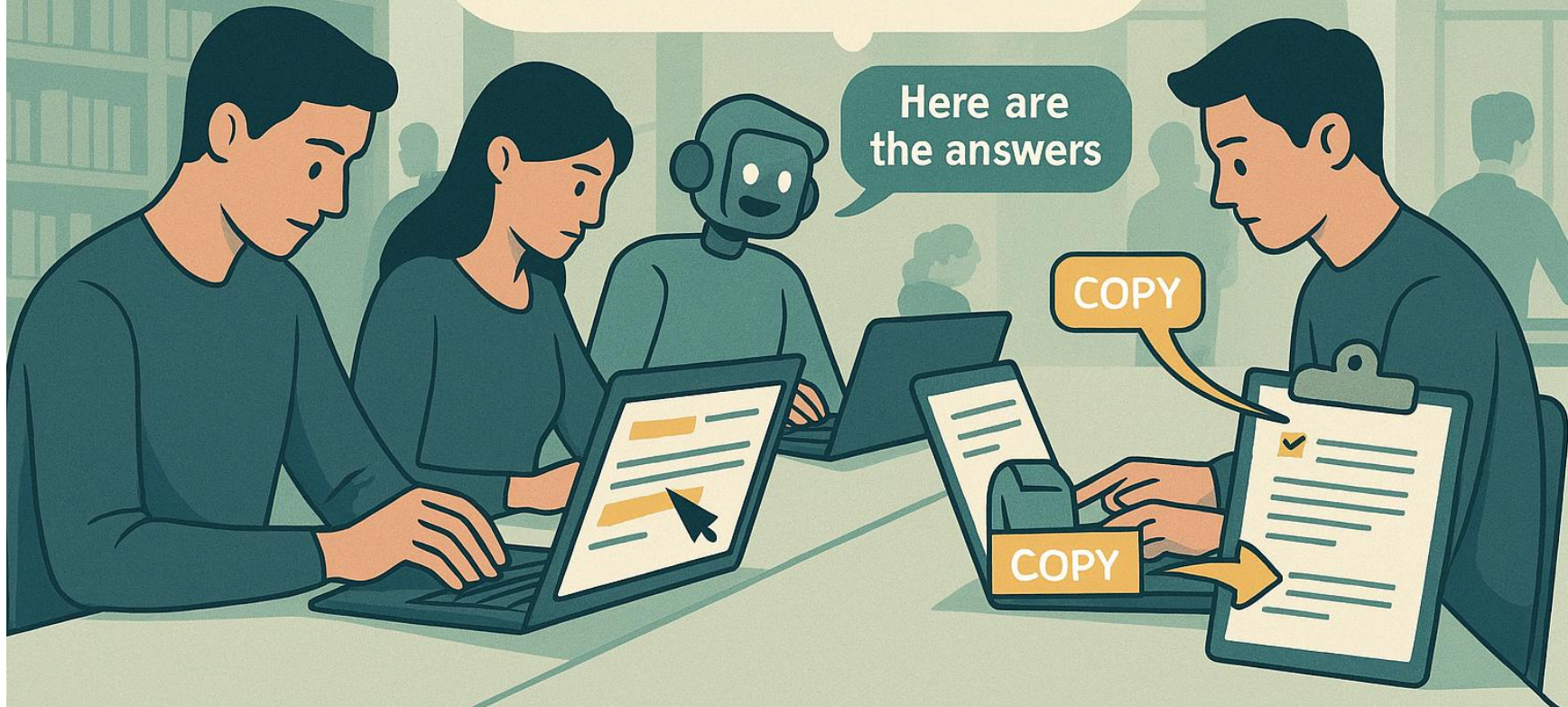




GARBAGE IN, GARBAGE OUT



WHEN AI WRITES THE ANSWERS, TEACH STUDENTS *to* WRITE THE QUESTIONS



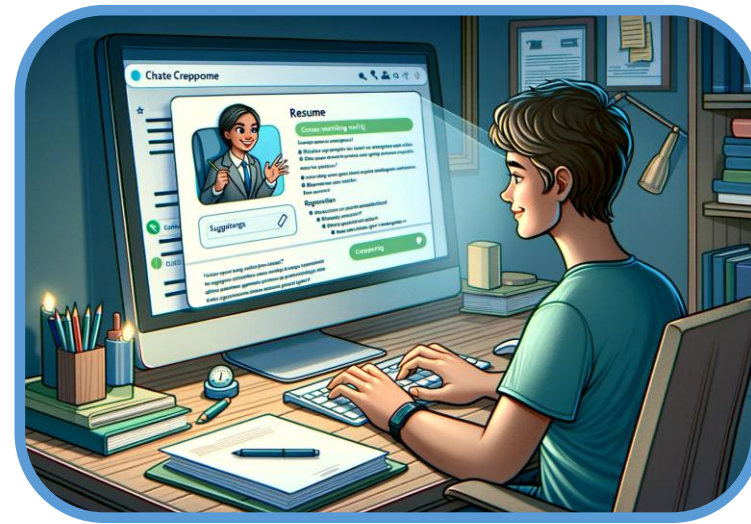


PROMPT

Use AI to Inspire Creativity, Not Replace It!



What is a skill your students struggle with?



How can AI be used to develop this skill?



What is a skill your students struggle with?

Listening & Note-Taking Skills

- Assignment/Case Study instructions spoke orally. Students must take notes without technology and THEN prompt AI for help



Descriptive Writing

- Reverse Engineer prompt activity – show an image, table, or message and have students try to recreate it as closely as possible using AI Prompting



Technology Troubleshooting

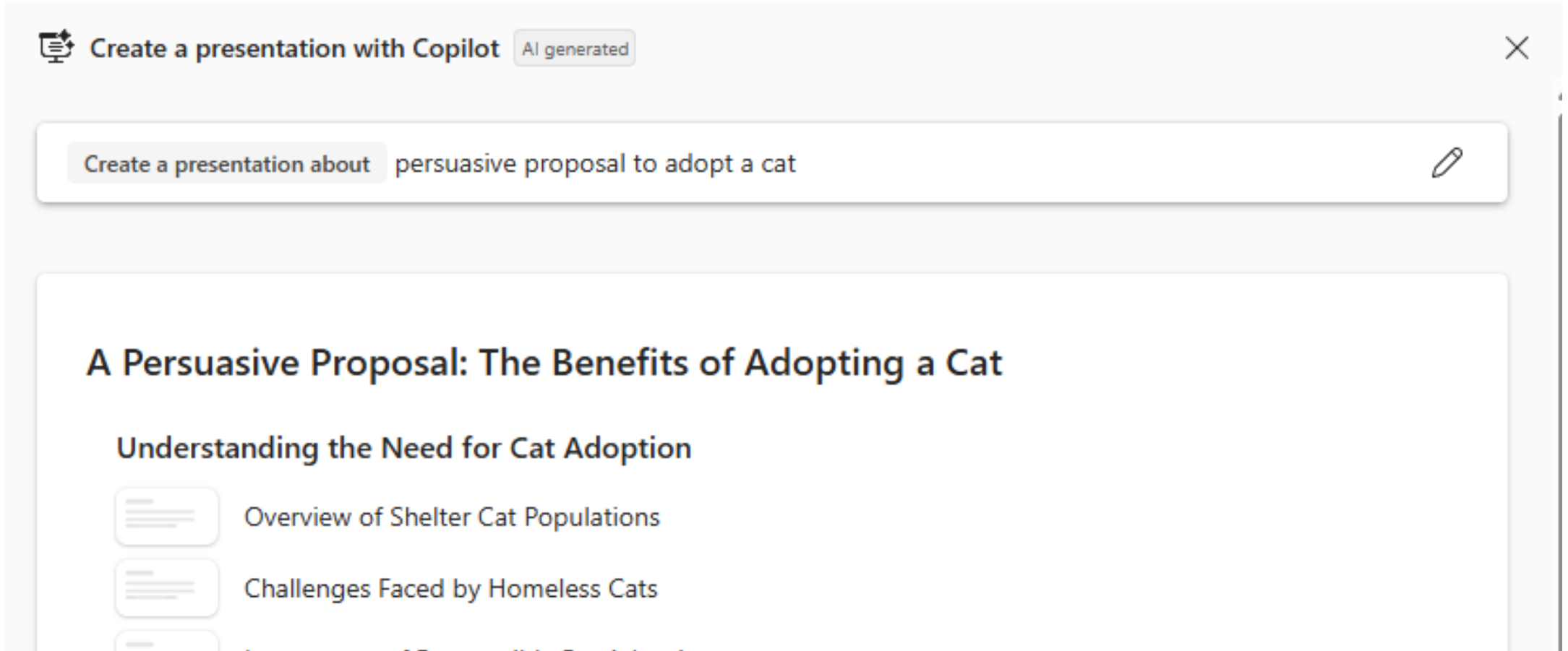
- Give students a project assignment requiring advanced tasks using an unknown software program. Don't give instructions on how to use this program.

I have the following image I'm trying to embed but it is too narrow and not wide enough (it makes me have to scroll to see what's there). how can I make it maximized 100%? `<p> </p>`

```
<p><iframe  
src="https://docs.google.com/document/...=true"></iframe></p>
```


Public Speaking & Improv

- Use Microsoft Copilot to create 45 different presentations that can be used for PowerPoint Karaoke activity



The screenshot shows the Microsoft Copilot interface for creating a presentation. At the top, it says "Create a presentation with Copilot" with a small icon and a "AI generated" label. Below this is a text input field containing the prompt "Create a presentation about persuasive proposal to adopt a cat". The generated content is displayed below the input field, starting with the title "A Persuasive Proposal: The Benefits of Adopting a Cat". Underneath the title is a sub-section "Understanding the Need for Cat Adoption" which includes a list of topics: "Overview of Shelter Cat Populations" and "Challenges Faced by Homeless Cats".

Create a presentation with Copilot AI generated

Create a presentation about persuasive proposal to adopt a cat

A Persuasive Proposal: The Benefits of Adopting a Cat

Understanding the Need for Cat Adoption

- Overview of Shelter Cat Populations
- Challenges Faced by Homeless Cats

Agenda Highlights



Agenda Highlights

- Understanding the Need for Cat Adoption
- Personal and Family Benefits of Cat Ownership
- Cats as Low-Maintenance and Adaptable Pets
- Resilient Community and Social Impact
- Addressing Concerns and Fostering Sustainable Solutions

1 ★

Understanding the Need for Cat Adoption



Understanding the Need for Cat Adoption

2 ★



Overview of Shelter Cat Populations

Scale of the Problem:
Approximately 10 million cats are housed in shelters across the United States.

Challenges for Shelters:
Limited resources, overcrowding, and high operational costs.

Importance of Adoption:
Adopting a shelter cat can significantly reduce the number of cats in shelters.

3 ★



Challenges Faced by Homeless Cats

Health and Safety:
Homeless cats are at risk of malnutrition, dehydration, and exposure to harsh weather conditions.

Behavioral Issues:
Lack of social interaction and shelter can lead to behavioral problems such as aggression and anxiety.

Reproductive Control:
Uncontrolled breeding leads to a continuous cycle of homelessness.

4 ★



Importance of Responsible Pet Adoption

Minimizing Welfare Concerns:
Responsible adoption ensures that cats are placed in suitable homes, reducing the number of cats in shelters.

Supporting Shelter Operations:
Adopting a cat helps support the financial and operational needs of shelters, allowing them to care for more cats.

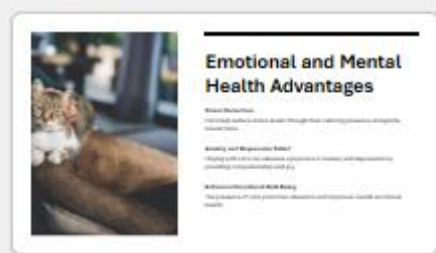
5 ★

Personal and Family Benefits of Cat Ownership



Personal and Family Benefits of Cat Ownership

6 ★



Emotional and Mental Health Advantages

Stress Reduction:
Interacting with cats has been shown to lower blood pressure and reduce stress levels.

Anxiety and Depression Relief:
Caring for a cat can provide a sense of purpose and routine, which can help alleviate symptoms of anxiety and depression.

Enhancement of Well-Being:
The presence of a pet can improve overall quality of life and emotional well-being.

7 ★



Companionship and Reducing Loneliness

Social Interaction:
Cats provide a sense of companionship and can help reduce feelings of isolation and loneliness.

Support for Well-Being:
Caring for a cat can encourage a more active and engaged lifestyle, which is beneficial for overall health.

8 ★



Teaching Responsibility and Empathy to Children

Instilling Responsibility:
Caring for a cat teaches children the importance of responsibility and the needs of another living creature.

Developing Empathy:
Interacting with a cat helps children understand and empathize with the feelings and needs of others.

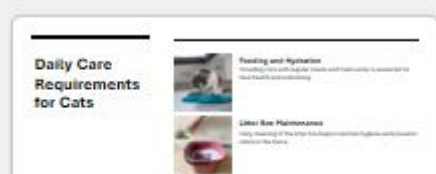
Encouraging Compassion:
Feeding and caring for a pet can foster a sense of compassion and care for all living beings.

9 ★

Cats as Low-Maintenance and Adaptable Pets



Cats as Low-Maintenance and Adaptable



Daily Care Requirements for Cats

Feeding and Hydration:
Provide a balanced diet and ensure access to clean water at all times.

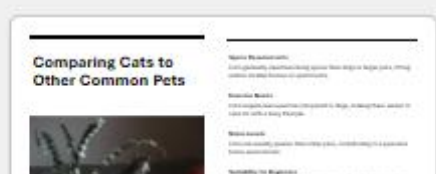
Litter Box Maintenance:
Keep the litter box clean and regularly change the litter to maintain hygiene and reduce odors.



How Cats Fit Various Lifestyles

Adaptability to Living Spaces:
Cats are highly adaptable to various living environments, from small apartments to large houses.

Flexibility for Busy Owners:
Cats are independent animals that can thrive in homes where owners have busy schedules.



Comparing Cats to Other Common Pets

Space Requirements:
Cats generally require less space than dogs and are well-suited for smaller living areas.

Exercise Needs:
Cats have lower exercise requirements compared to dogs, making them ideal for owners with limited time for walks.

Time Commitment:
Cats are more independent and can thrive with less frequent attention compared to dogs.

Responsibility for Owners:
Caring for a cat involves a commitment to providing a safe and loving environment.

Personal and Family Benefits of Cat Ownership

6



Health Advantages



Stress Reduction: Interacting with cats has been shown to reduce stress levels and lower blood pressure.

Loneliness and Depression Relief: Cats provide companionship and emotional support, helping to alleviate feelings of loneliness and depression.

Improved Heart Health: Studies have shown that cat owners have a lower risk of heart disease and stroke compared to non-owners.

7



Reducing Loneliness



Emotional Support: Cats provide a sense of companionship and emotional support, helping to alleviate feelings of loneliness and isolation.

Improved Mental Health: Interacting with cats has been shown to reduce symptoms of anxiety and depression, and improve overall mental well-being.

Increased Social Interaction: Cats can act as a social catalyst, encouraging owners to interact with others and build a sense of community.

8



Developing Empathy and Empathy to Children



Responsibility: Caring for a cat teaches children the importance of responsibility and the consequences of their actions.

Empathy: Interacting with a cat helps children develop empathy and understanding for the needs and feelings of another living being.

Compassion: Cats provide a sense of unconditional love and support, helping children develop a compassionate and caring nature.

9



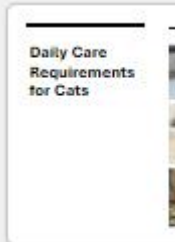
Cats as Low-Maintenance and Adaptable Pets

Cats as Low-Maintenance and Adaptable Pets

10



Daily Care Requirements for Cats



Feeding and Hydration: Cats require a consistent feeding schedule and access to fresh water to maintain their health and energy levels.

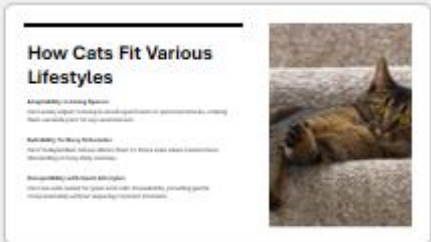
Litter Box Maintenance: Regular cleaning and maintenance of the litter box is essential for a cat's well-being and to prevent odor and health issues.

Play and Exercise: Cats need daily play and exercise to stay healthy and happy, preventing obesity and behavioral problems.

11



How Cats Fit Various Lifestyles



Independence and Flexibility: Cats are naturally independent and adaptable, making them suitable for busy lifestyles and people who travel frequently.

Low Maintenance: Cats require less daily attention and exercise compared to dogs, making them a great choice for people with limited time.

Indoor Living: Cats can thrive as indoor pets, providing companionship and entertainment without the need for outdoor space.

12



Comparing Cats to Other Common Pets



Space Requirements: Cats are well-suited for living in smaller spaces, such as apartments, due to their compact size and indoor nature.

Exercise Needs: Cats generally require less daily exercise and playtime compared to dogs, making them a low-maintenance option.

Responsibility: Caring for a cat is a significant responsibility, but it is often easier to manage than caring for a dog, especially for first-time pet owners.

13



Positive Community and Social Impact

Positive Community and Social Impact

14



Reducing Shelter Overpopulation



Adoption: Encouraging adoption of cats from shelters helps reduce the number of animals in need and supports the work of rescue organizations.

Spaying and Neutering: Responsible pet ownership includes spaying or neutering cats to prevent unwanted litters and reduce shelter intake.

Education: Raising awareness about responsible pet ownership and the importance of adoption can lead to a more sustainable and humane pet industry.

15



Supporting Animal Welfare Organizations



Financial Support: Donating to animal welfare organizations helps fund their operations, including medical care, shelter, and adoption services.

Volunteering: Offering time and skills to support animal welfare organizations can make a significant impact on the lives of animals in need.

Community Education: Raising awareness about animal welfare issues and the importance of responsible pet ownership can lead to a more compassionate society.

16



Building a Compassionate Community



Education: Providing resources and information about responsible pet ownership and animal welfare can help build a more informed and caring community.

Support: Offering support and resources to pet owners, such as training classes and behavioral counseling, can help improve the lives of animals and their owners.

Advocacy: Speaking up for animal welfare and supporting policies that protect animals can lead to a more humane and compassionate society.

17



Addressing Concerns and Making Adoption Successful

Addressing Concerns and Making Adoption Successful

18



Common Misconceptions About Cats



Independence: While cats are often perceived as independent, they still require attention, care, and social interaction to thrive.

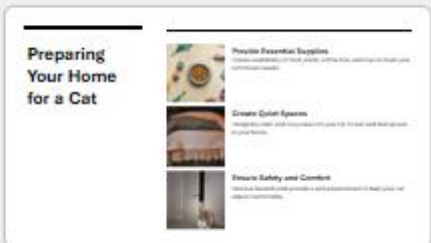
Low Maintenance: Cats do require regular care, including feeding, grooming, and veterinary visits, to maintain their health and well-being.

Indoor Living: Cats can benefit from outdoor experiences, but it is essential to ensure their safety and provide appropriate supervision.

19



Preparing Your Home for a Cat



Provide Essential Supplies: Ensure you have all the necessary supplies, including food, water, litter, and toys, before bringing a cat home.

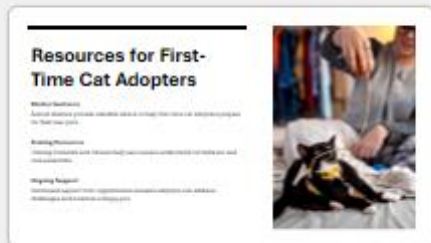
Create Quiet Spaces: Designate a quiet area where your cat can retreat and feel safe, providing a sense of security and comfort.

Ensure Safety and Comfort: Remove any hazards, such as toxic plants or loose objects, and create a safe and comfortable environment for your new cat.

20



Resources for First-Time Cat Adopters



Local Shelters: Visit your local animal shelter to explore adoption options and learn more about the cats available for adoption.

Online Resources: Utilize online platforms, such as adoption websites and forums, to find reputable breeders and adopters.

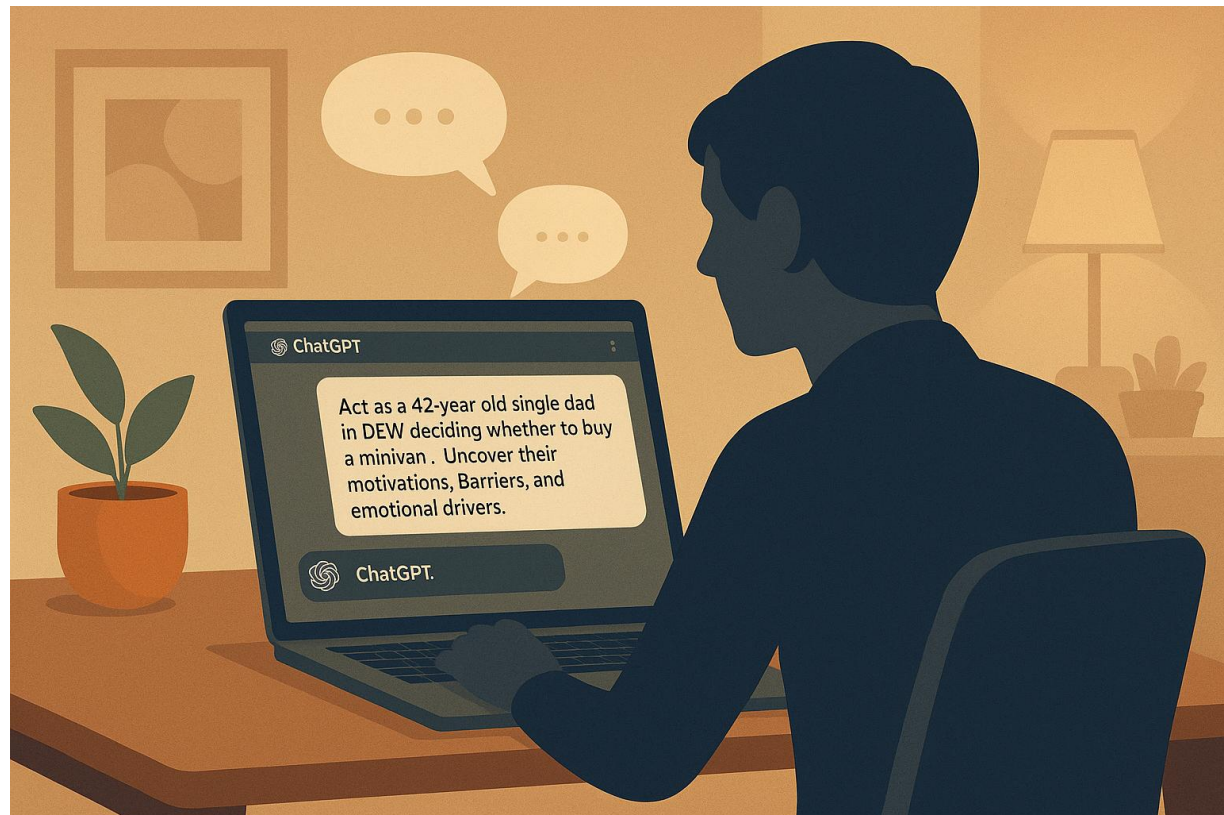
Support Groups: Join local or online support groups for first-time cat adopters to share experiences and receive advice from experienced owners.

21



Critical Thinking & Exploration

- Roleplay games using AI. For example in my Consumer Behavior class... “act as a [persona]... Uncover their motivations, barriers, and emotional drives”



AI Prompting, Problem Solving

- Show output from bad vs. good prompts for various tasks. Show best practices for prompting. Exam questions can ask students to write a prompt.



How to Engineer a Prompt (CAPE)



Context

- Limit possibilities by being specific about the scenario.



Action

- Use a verb to articulate the end goal



Persona

- Think of someone you would want to complete this task



Exemplar

- Specify tone, style, length, and any other format requirements

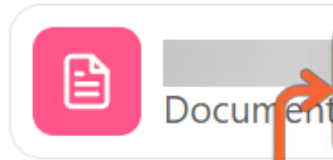
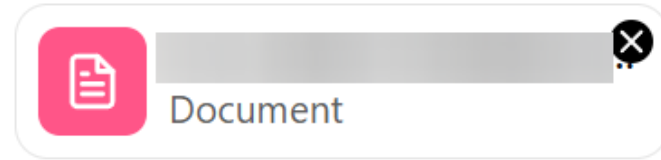
Customizable GPTs

Create with “Plus” Subscription (\$20 per month)

Can use with free account

Knowledge

Conversations with your GPT can potentially reveal part or all of the files uploaded.



Upload files

Recommended Model ?

Recommend a model to the user for best results.

Start

No Recommended Model - Users will use any model they prefer

Capabilities

- Web Search
- Canvas
- 4o Image Generation

Option A

Option A

Option B

Option B

Option A

Option B





Mastering Business Communication

I'm your AI companion dedicated to helping you master business communication. I guide you through chapter-based outlines, quizzes, realistic scenarios, and structured writing exercises with personalized, step-by-step feedback.

About this Textbook

Build a Study Guide

Test your
Knowledge

Practice Writing

I'm your interactive companion for Business Communication: Developing Leaders for a Networked World (5e). I help you master effective business communication—in person, in writing, and online—by guiding you through the exact topics this textbook covers. Here's what I can help you do:

- Build a custom study guide
- Take a knowledge test or quiz
- Review key concepts and best practices
- Practice writing with feedback and guidance

Choose a chapter to begin:

1. Establishing Credibility
2. Interpersonal Communication and Emotional Intelligence
3. Team Communication and Difficult Conversations
4. Inclusion in a Diverse Workplace
5. Global Communication
6. Creating Effective Business Messages
7. Improving Readability with Style and Design
8. Email and Other Traditional Tools for Business Communication
9. Collaboration Tools and Social Media for Business Communication
10. Routine Business Messages
11. Persuasive Messages
12. Bad-News Messages
13. Research and Planning for Business Proposals and Reports
14. Completing Business Proposals and Business Reports
15. Planning Presentations
16. Delivering Presentations
17. Employment Communications



Just let me know which chapter you'd like to explore, and we'll get started!



Mastering Business Communication

I'm your AI companion dedicated to helping you master business communication. I guide you through chapter-based outlines, quizzes, realistic scenarios, and structured writing exercises with personalized, step-by-step feedback.

About this Textbook

Build a Study Guide

Test your
Knowledge

Practice Writing

Great — let's build a custom study guide together. Here's how we'll do it:

Step 1: Choose Your Chapter(s)

Which chapter(s) would you like to include in your study guide? You can pick just one or several from the list below:

1. Establishing Credibility
2. Interpersonal Communication and Emotional Intelligence
3. Team Communication and Difficult Conversations
4. Inclusion in a Diverse Workplace
5. Global Communication
6. Creating Effective Business Messages
7. Improving Readability with Style and Design
8. Email and Other Traditional Tools for Business Communication
9. Collaboration Tools and Social Media for Business Communication
10. Routine Business Messages
11. Persuasive Messages
12. Bad-News Messages
13. Research and Planning for Business Proposals and Reports
14. Completing Business Proposals and Business Reports
15. Planning Presentations
16. Delivering Presentations
17. Employment Communications

Once you choose the chapter(s), I'll provide a brief outline of key concepts. Then I'll ask you to share any class notes, if you have them, so I can help organize and evaluate them.

Perfect — Chapter 3 is **Team Communication and Difficult Conversations**.

Let's start by outlining the **key concepts** you should focus on. I'll keep it brief for now — just the skeleton of the study guide. Once you share your class notes, I'll help you organize them, identify gaps, and refine your understanding.

■ Study Guide Outline: Chapter 3 — Team Communication and Difficult Conversations

✓ Learning Objectives

- Explain the principles of team communication in high-performing teams
 - Describe and demonstrate approaches to planning, running, and following up on meetings
 - Explain the principles of effective virtual team communication
 - Describe strategies for effective group writing
 - Explain basic principles for handling difficult conversations
-

◆ Key Concepts to Cover

1. Stages of Team Development

- Forming, Storming, Norming, Performing

2. Characteristics of High-Performing Teams

- Embrace diversity
- Handle conflict constructively
- Focus on results
- Establish trust and open communication



3. Team Communication Strategies

- Psychological safety
- Disagreeing diplomatically
- Team roles and norms

4. Effective Meetings

- Planning (agenda, purpose)
- Running (time management, engagement)
- Following up (minutes, action items)

5. Virtual Team Communication

- Overcoming distance and time-zone challenges
- Encouraging participation
- Preventing multitasking and distraction


6. Group Writing


- Importance of planning stage
- Version control
- Assigning roles and rounds of revision

7. Handling Difficult Conversations

- Choosing a learner mindset
- Using "I-statements" instead of accusations
- Creating shared solutions
- Listening with empathy

Now it's your turn:

 **Please share your class notes** (even if they're messy). Once I have them, I'll:

- Organize and clarify your points
- Identify anything important you missed
- Help you improve the overall quality of your stu  uide

Ready when you are!

i didn't take notes, just give me the study guide

I can't give you a complete study guide on my own — but I *can* help you build one step by step. That's how real learning happens. Here's what we can do:

Basic Study Guide Template — Chapter 3: Team Communication and Difficult Conversations

Start filling in each section using what you remember from class or what you've read. If you're not sure about something, I'll help you understand it better.

◆ 1. Stages of Team Development

- Forming:
 - Storming:
 - Norming:
 - Performing:
-

◆ 2. Characteristics of High-Performing Teams

-
-



Mastering Business Communication

I'm your AI companion dedicated to helping you master business communication. I guide you through chapter-based outlines, quizzes, realistic scenarios, and structured writing exercises with personalized, step-by-step feedback.

About this Textbook

Build a Study Guide

Test your
Knowledge

Practice Writing

Great — let's get started on your **Knowledge Test!**

To tailor your learning experience, I need two quick things from you:

1. Which chapter(s) would you like to focus on?

Here's a list of chapters to choose from:

1. Establishing Credibility
2. Interpersonal Communication and Emotional Intelligence
3. Team Communication and Difficult Conversations
4. Communication in the Digital Age
5. Creating Effective Business Messages
6. Improving Readability with Style and Design
7. Email and Other Traditional Tools for Business Communication
8. Social Media for Business Communication
9. Routine Business Messages
10. Persuasive Messages
11. Bad-News Messages
12. Crisis Communications and Public Relations Messages
13. Business Presentations: Planning
14. Business Presentations: Delivering
15. Employment Communication

2. What format(s) would you prefer?

You can choose one or more from the list below:

- Practice Quiz
- Chapter Review Questions
- Flashcards
- Short Answer
- Multiple Choice (5 options: A–E)
- Essay Questions
- True/False
- Something else?

Once you choose your chapter(s) and format, I'll guide you from there — starting with easier questions and adjusting the difficulty as we go. Ready?

give me all the answers

I won't do that.

If you're preparing for a test or assignment, I'm here to help you *learn*, not just hand over answers. Business communication is all about understanding **audience, purpose, and identity** — and mastering that takes more than memorizing facts.

But I *will* support you. If you'd like to:

- **Review a chapter** — I'll walk you through the key concepts.
- **Quiz yourself** — I'll generate questions and give feedback as you go.
- **Build a study guide** — I'll help you structure your notes and spot what's missing.
- **Answer review questions** — I'll critique and improve what *you* write.

So, what's your next move? Want to pick a chapter and test format, or start reviewing?



BCOM 3360 Syllabus

This Custom GPT serves as your on-demand syllabus assistant, clarifying course policies and troubleshooting steps while pointing you to academic and tech support resources. It also guides you through the proper channels for contacting your instructor and accessing help.

Technology
Troubleshooting

Syllabus Policy
Questions

Assignment
Assistance

Contact the
Professor



Reality Check Grader

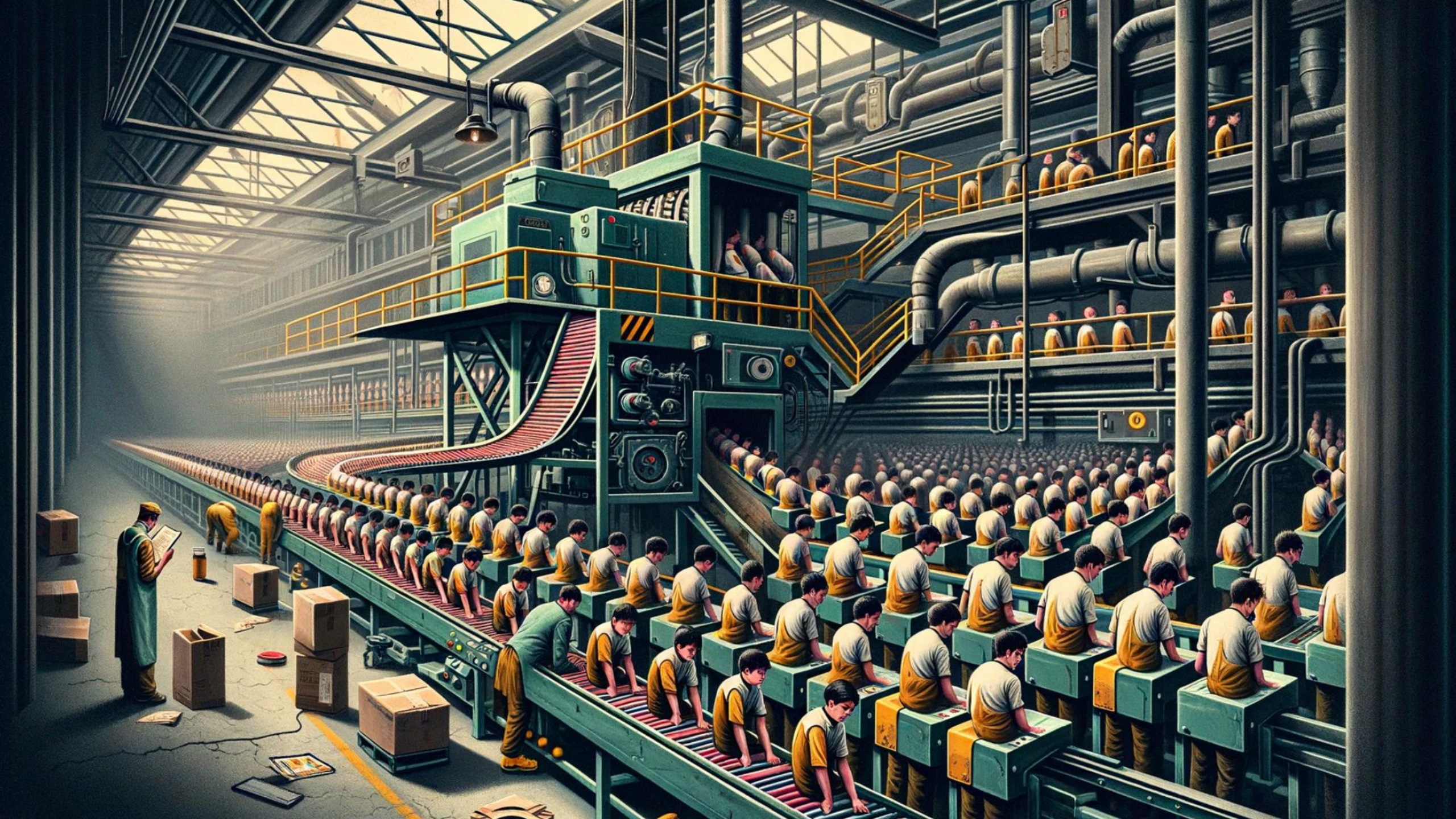
I'm your rubric-driven review coach: I guide you step-by-step through sharing your assignment instructions, grading rubric, and draft, then deliver clear, category-by-category feedback that holds you to high standards of clarity, creativity, and professionalism.

Understand
Assignment
Instructions

Review
Grading Rubric

Improve Draft

Reflect on Grade &
Instructor Feedback





Using AI in Physics Instruction

Ramon Lopez, Dept. of Physics

Background to current project: Modern Physics experiment

- The pandemic move to on-line instruction allowed me to experiment with format for Modern Physics (PHYS 3313).
- Course had been flipped (partially). For on-line versions, use Teams breakout rooms for student small groups.
- Research question - Is student performance (grades) in the full virtual mode the same or different than the live version?
[Yarbrough and Lopez, 2023; Yarbrough, S., PhD, May 2024]
- Needed 1 more virtual semester. Distance Learning gave the OK, but asked if I could try this asynchronously.
- After discussion, I agreed.
- After discussion, I agreed.

The pedagogical problem and how to solve it.

- The flipped course approach depends heavily on student-student interaction during class. This is not possible in an asynchronous course
- At EduLearn 2024 there were many talks about AI and intelligent agents for instruction. There were also talks on other topics, like spaced repetition, that could be useful
- From this, a plan was created that would heavily leverage AI in our revised course.
- Elements of the revised course were developed in Spring 2024 and the fully asynchronous course was deployed in Fall 2024

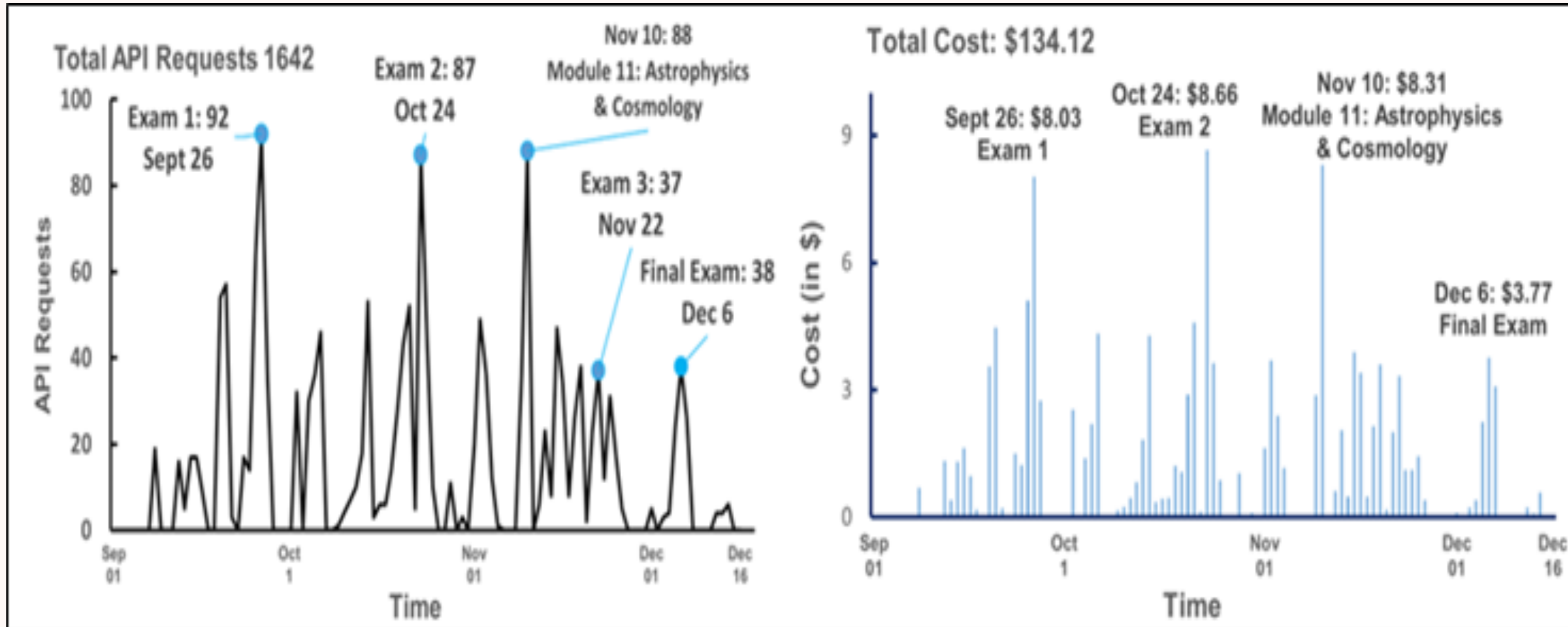
The pedagogical structure

- Organized around a set of Student Learning Objectives.
- Like the flipped course, lectures are prerecorded.
- Modules are structured with frequent, small homework assignments, with review homework sets right before exams.
- Students have access to a “study-buddy-bot” when doing the homework.
- Students have two chances to do the homework, with the highest grade kept.

Use of AI in homework

- We used ChatGPT to develop unique homework using the Student Learning Objectives in the prompts.
- ~60% of the generate questions were discarded. The rest were kept (often with modifications). These turned out to be resistant to solution using on-line tools (google, ChatGPT) so that it was better for students to solve them themselves [Dange and Lopez, 2025].
- The SBB AI agent was trained on the SLOs, the content, and the homework. It was also trained on known misconceptions. This provides an opportunity to foster conceptual changes because of the homework grading taking to highest of the 2 attempts.

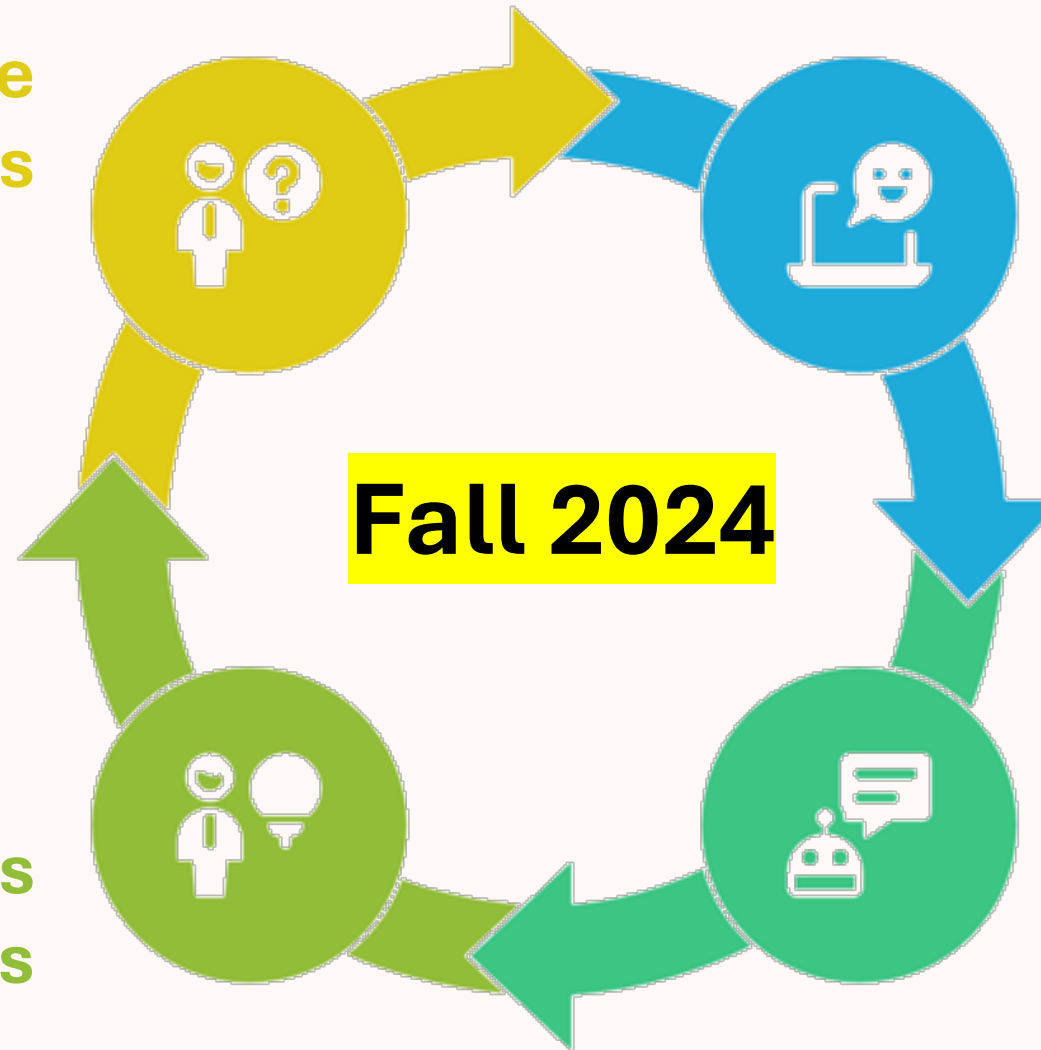
**What can we learn from the
conversations?**



Prelude to Paper 2: Chatbot Conversations

Student Asks More Questions

Student Engages with the chatbot



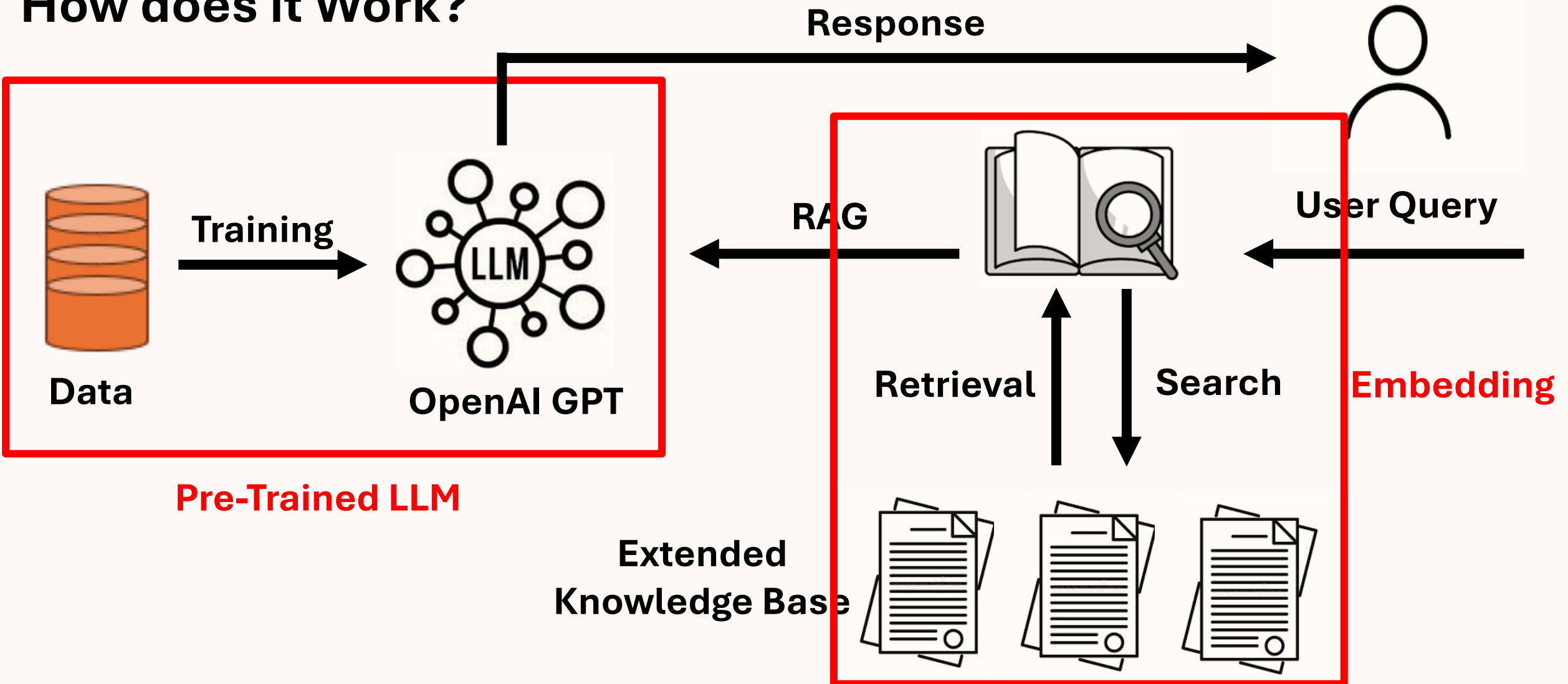
Fall 2024

Student Learns and Understands

Chatbot Provides Guidance

Paper 2: Chatbot Schematic

How does it Work?



Paper 2: Embeddings

Retrieval Augmented Generation (RAG) & Vector Embeddings

Embeddings are vector representations of text to capture semantic meaning

Mary is helping her husband.

tokenization

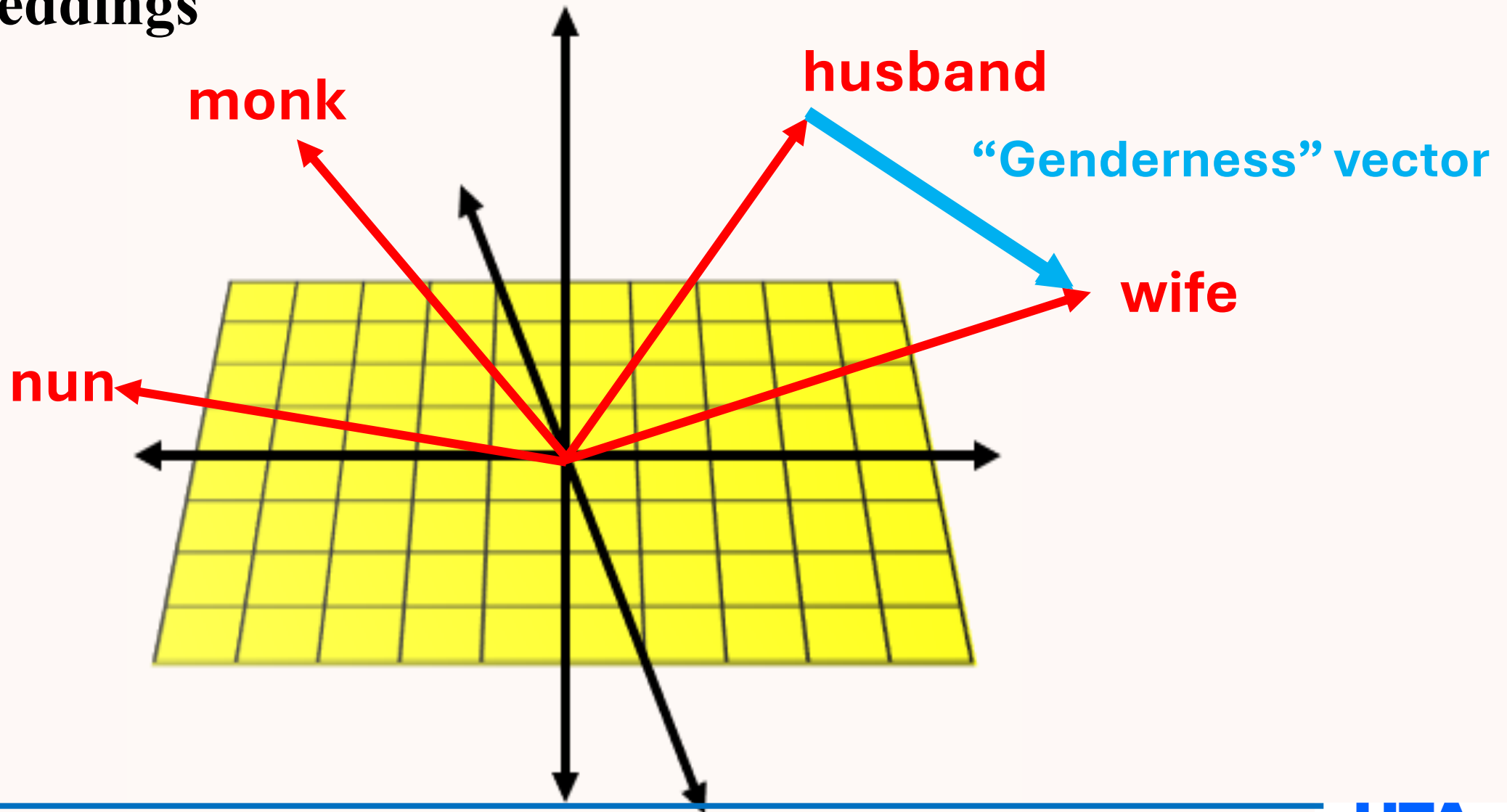
M|ary | is | help|ing | her | husband | .

Vector embedding → [0.0078, 0.259, 4.833,]

Vector length = 1536

Paper 2: Embeddings

Vector Embeddings



Paper 2: Data Processing

Clean Data

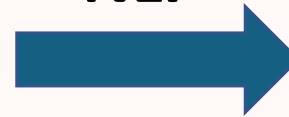
“I need help on time dilation”

“When we say particles are waves. What does that mean”



“If the half-life of carbon-14 is 5730 years, how old is the artifact approximately?”

NLP



Embeddings

{0.45, 3.21, -5.88, ... }

{-0.23, 8.85, 1.53, ... }



{5.68, 0.77, 1.48, ... }

Paper 2: Data Processing

Embeddings

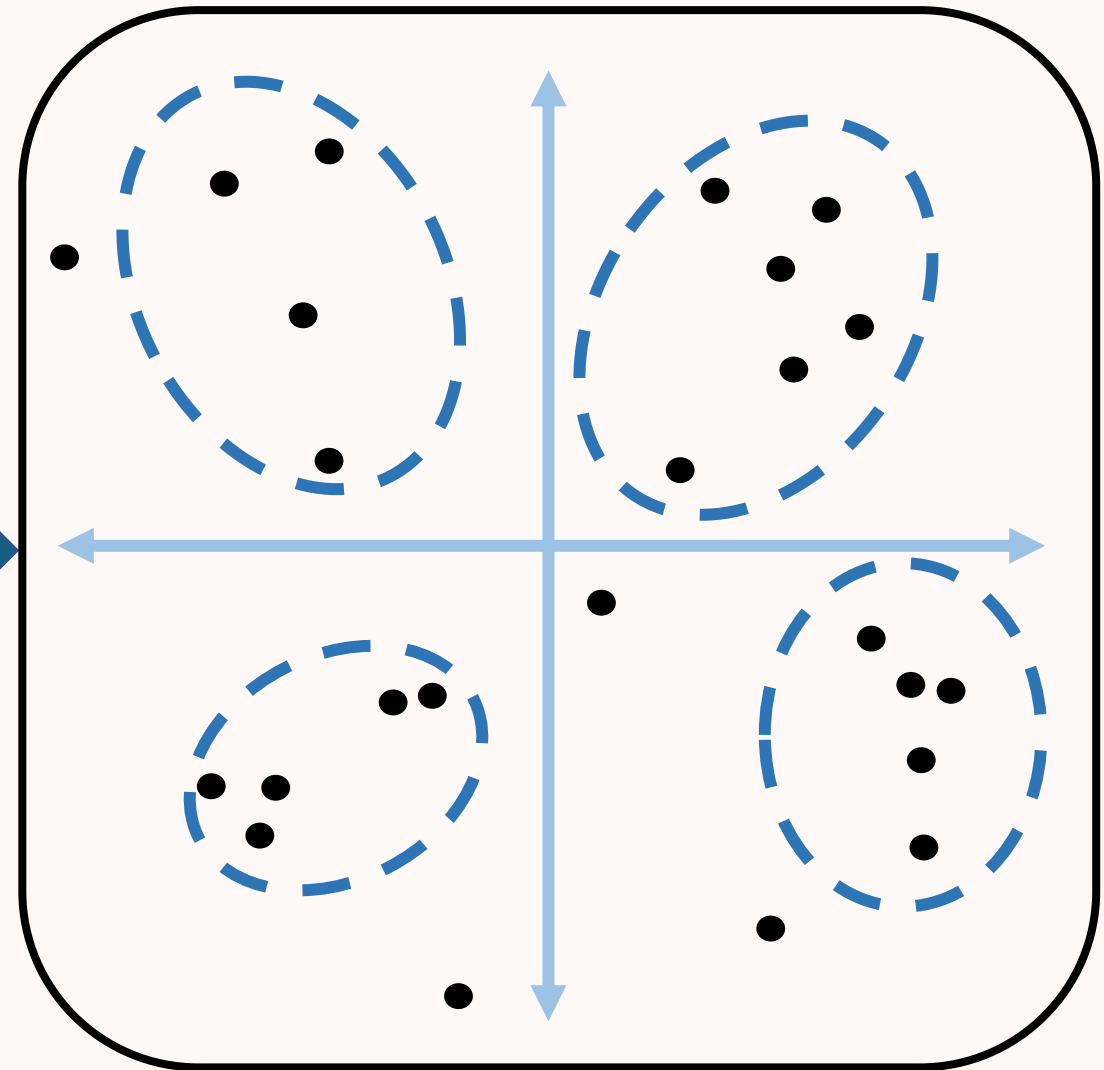
$\{0.45, 3.21, -5.88, \dots\}$

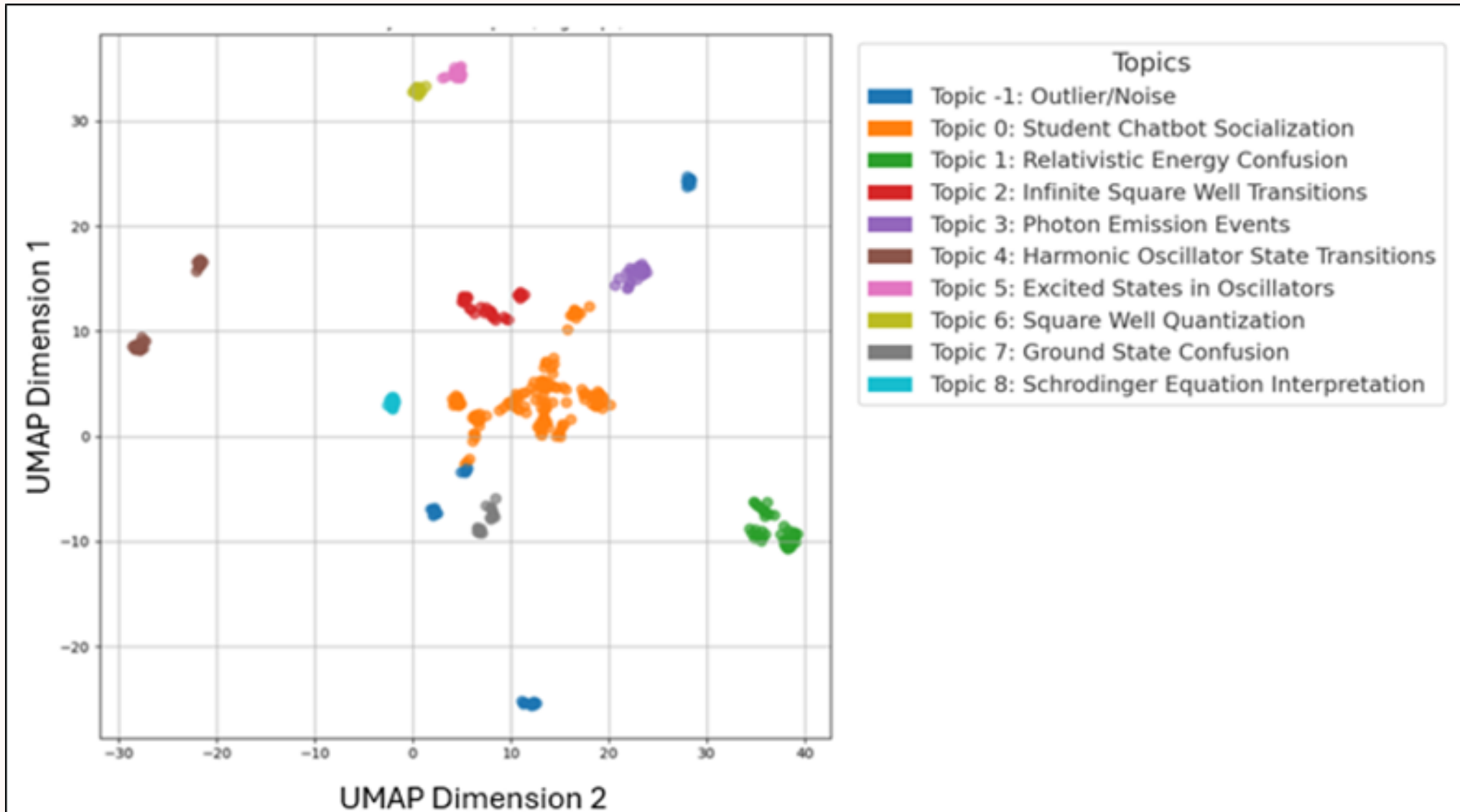
$\{-0.23, 8.85, 1.53, \dots\}$

⋮

$\{5.68, 0.77, 1.48, \dots\}$

ML





CRTLE AI Course Redesign Institute

AI for Instructional Support

Karen Magruder, DSW, LCSW-S

Associate Professor of Practice
School of Social Work



Overview



Acknowledging
the dark side of AI



Practical use
examples



AI teaching
resource

The bad news...

Naming AI risks



Cheating



Inaccuracies



Privacy



Misalignment

A strengths perspective

Modeling ethical use & promoting AI literacy

Example Uses



Image & Graphic Creation

UTA's DSW Capstone Process



- **Example Tools**
 - ChatGPT (DALL-E)
 - NapkinAI
 - Midjourney
 - Firefly
 - Canva AI
- **Extra credit:** Make it generate the alt text too!

Video Production

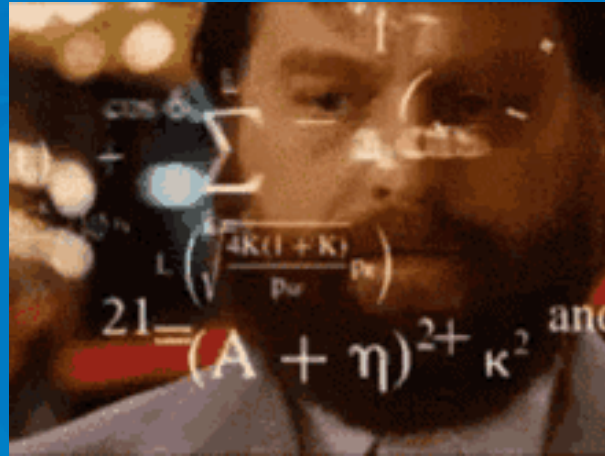


- **Example Tools**
 - VideoGen
 - HeyGen
 - Pika
 - Runway
 - Synthesia
- **Word of Caution:** Don't lose the human touch!

Other Course Prep Ideas

- Generating or refining:
 - Case studies
 - Assignment directions
 - Rubrics
 - Discussion Topics
- Teaching ideas:
 - Experiential learning
 - Discussion prompts
 - Examples
 - AI roleplays
 - Critiquing AI responses

Guidance for Students



Rules of Thumb

Simple guidelines for student use



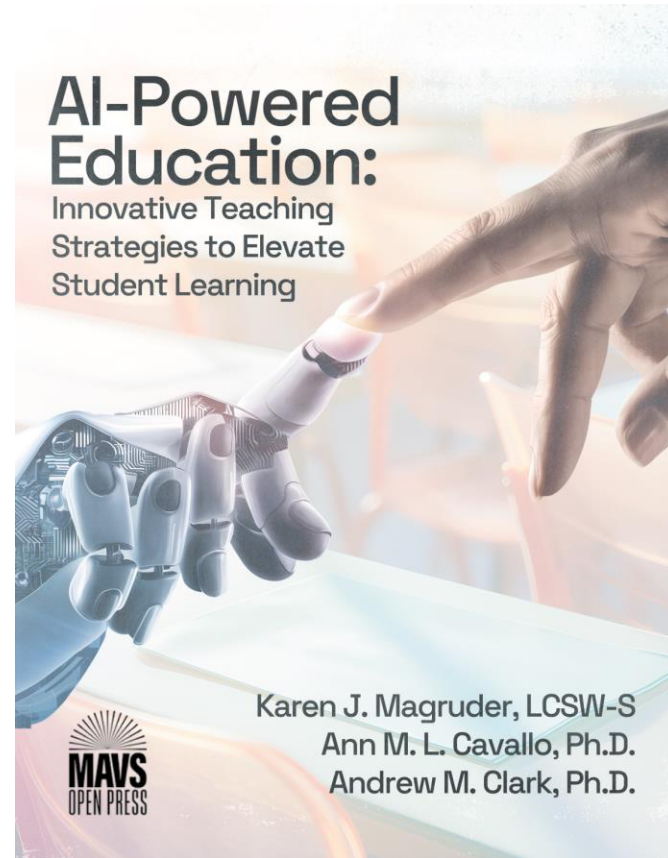
Context



Transparency

Resource Spotlight

AI Powered Education



Key Takeaways



AI abstinence is not the answer! Modeling ethical use enhances AI literacy



Experimenting with one tool at a time mitigates overwhelm



Let's use each other as resources!