Teaching with AI:
From Ideas to Implementation

Facilitator: Dr. Tarrah C. Davis, Associate Professor, Educational Foundations & Leadership (EDFL),

College of Education & Human Development (COEHD)

Distance Learning Liaison: Dr. Francesco Crocco

Meet Our "Teaching with AI" Team

FLC Facilitator: ***Dr. Tarrah C. Davis***
Associate Professor, EDFL
Director of Accreditation & Accountability, COEHD

Distance Learning Liaison:
Dr. Francesco Crocco
Assistant Director for Instructional Support,
Office of Distance Learning

Meet Our "Teaching with AI" Team

- Marissa Lajaunie, Master Instructor, Health Sciences
- Maria Slater, Instructor, Economics & Finance
- T. Phillip Madison, Associate Professor, Communication
- Manyu Li, Associate Professor, Psychology
- Anita Pool, Assistant Professor, Department of Counseling






Meet Our "Teaching with AI" Team

- Frances Stueben, Associate Professor, Nursing
- Jungmin Lee, Visiting Assistant Professor, Educational Curriculum and Instruction
- Collette Prudhomme Cosminski, Assistant Professor, Architecture and Design
- Mihrimah Ozmen, Instructor, Engineering & Technology Management
- Donggyu Lee, Assistant Professor, School of Architecture and Design
- Lisa Bowles, Senior Instructor, Management

Overview of "Teaching with AI" Projects

Lead	Subject/Course	Focus Area	Key AI Tools
Tarrah Davis	EDLD 513	Educational Leadership - Efficiency & Ethical Use	NotebookLM, CoPilot, ChatGPT
Tarrah Davis	EDLD 598	AI in Higher Education Classrooms	NotebookLM, CoPilot, ChatGPT
Lisa Bowles	HMGT 400	Elevator Pitch	Chat GPT
Collette Cosminski	INDS 202	Light as Dynamic Temporal Condition	Chat GPT, Gemini
Marissa Lajaunie	HIM 431	Healthcare Administrative Dilemmas	Chat GPT, Canva
Marissa Lajaunie	HIM 200	Current Healthcare Topic Presentation	ChatGPT, Gemini, Microsoft Copilot, Grammarly
Donggyu Lee	DSGN 463	Strengthen Design Research Skills	Chat GPT, Gemini
Jungmin Lee	LTCY 302	Differentiation	Chat GPT
Manyu Li	PSYC 340	Personality Psychology	Copilot, Gemini, Turnitin Clarity
Thomas Madison	CMCN 504	Teaching Honesty in Research with AI	Student's Choice (All chose Perplexity)
Mihrimah Ozmen	ECON 430	Investment decision analysis	ChatGPT, Gemini, Claude AI
Anita Pool	COUN 503	School Counseling Class Lesson Development	ChatGPT, CoPilot
Maria Slater	ECON 202	Market Failure	NotebookLM
Frances Stueben	NURS 804	Literature Synthesis	NotebookLM

Tarrah C. Davis

FLC Facilitator

Associate Professor,
Educational Foundations & Leadership

Director of Accreditation & Accountability,
College of Education & Human Development

Efficiency & Ethical Use of AI in Educational Leadership (EDLD 513)

NotebookLM Copilot ChatGPT MagicSchool

Graduate-level leadership course exploring responsible AI integration.

PROJECT WORKFLOW DIAGRAM

1. Student Introduction

2. Foundational Skills
- Prompting, ethics, decision-making

3. AI Tool Exploration
- Hands-on exploration & guided demos

4. Iterative Course Design
- Shifted to basic skills before complex tasks

OUTCOMES & INSIGHTS

Outcomes
- ↑ Awareness of AI tool options
- Greater confidence with prompting
- Improved ability to evaluate AI outputs

What Worked

Structured prompts:
- Structured onnncelning.
- Structured prompt examples, etc.
- Structured prompces...

- Guided demonstrations of MagicSchool
- Structured prompt modeling
- Low-stakes, exploratory activities

What Didn't Work
- Early multi-step tasks were overwhelming
- Chromebooks blocked some AI tools
- Technology access uneven across students

Key Lessons for Future AI Integration

- Start with simple AI experiences
- Focus on skill-building before complex projects
- Plan for tech access limitations in K–12 leadership settings

EDLD 598: AI in Higher Education Classrooms

Advanced, Ethical & Scholarly AI Use in Academic Writing

EDLD 598

NotebookLM | Copilot | ChatGPT

AI Writing Tools

AI Literacy Microcredential

1. Course Design

Ethical, intentional, scholarly AI use

2. Writing Tasks

3. Signature Project

Publication-ready manuscript draft

4. Credential Award

Microcredential Achievement

Results & Outcomes

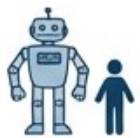
- Strong manuscript drafts
- Increased confidence & sophistication in AI use

What Worked

- Clear expectations & ethical boundaries
- Microcredential motivation
- Improved organization & productivity

What Didn't Work

- Varied learning curves



- Initial over-reliance on AI

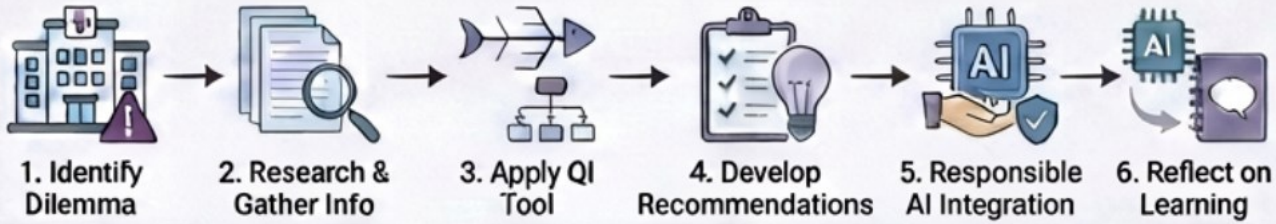
Lessons Learned: Structured flexibility, explicit instruction, and pairing AI with disciplinary knowledge optimize advanced student outcomes

Marissa Lajaunie

Master Instructor, Health Sciences

HIM 431 Quality Management Tools Project

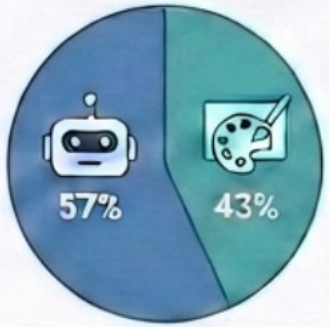
10 students completed this project



1. Identify Dilemma
2. Research & Gather Info
3. Apply QI Tool
4. Develop Recommendations
5. Responsible AI Integration
6. Reflect on Learning

How Students Used AI in the Project

ChatGPT for Brainstorming (57%)



Canva for Visual Design (43%)

Students used AI in one specific area only, for support—not as a substitute for critical thinking.

What Worked Well vs. Challenges

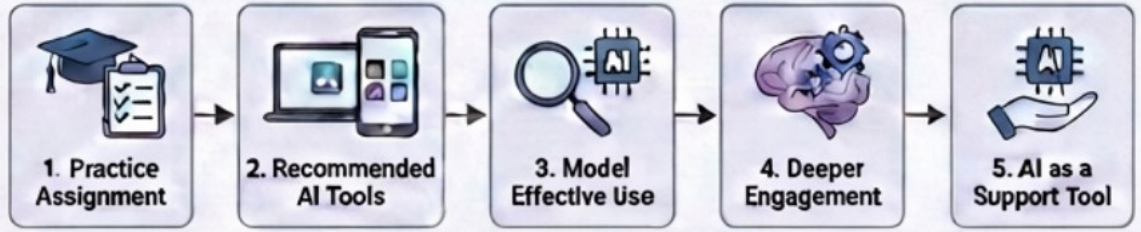
What Worked Well

- Improved Efficiency & Clarity
- Supported – Did Not Replace – Critical Thinking
- Enhanced Learning About Root Causes
- Improved Visuals & Organization

Challenges & Limitations

- Required Careful Verification
- Risk of Overgeneralization
- Not a Replacement for Analysis

Improvements & Next Steps



1. Practice Assignment
2. Recommended AI Tools
3. Model Effective Use
4. Deeper Engagement
5. AI as a Support Tool

Overall Takeaways

- AI enhanced student organization and learning when paired with active critical thinking.
- Ethical review and source verification were essential.
- AI provides support in healthcare decision-making—human judgement remains central.

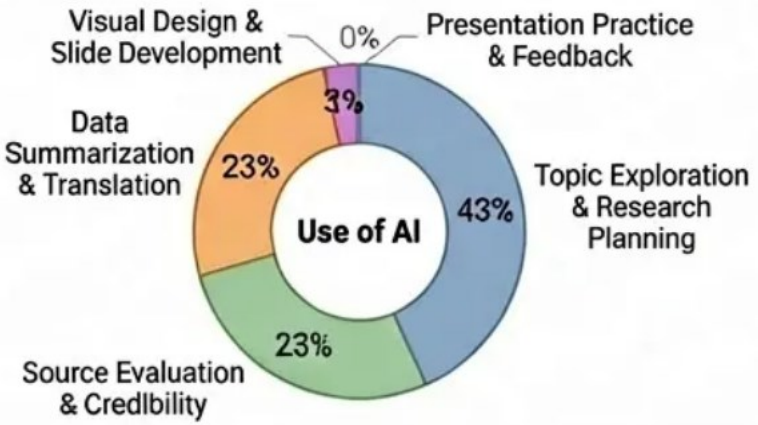
HIM 200 Five Minute Topic Presentation

1. Project Workflow Section

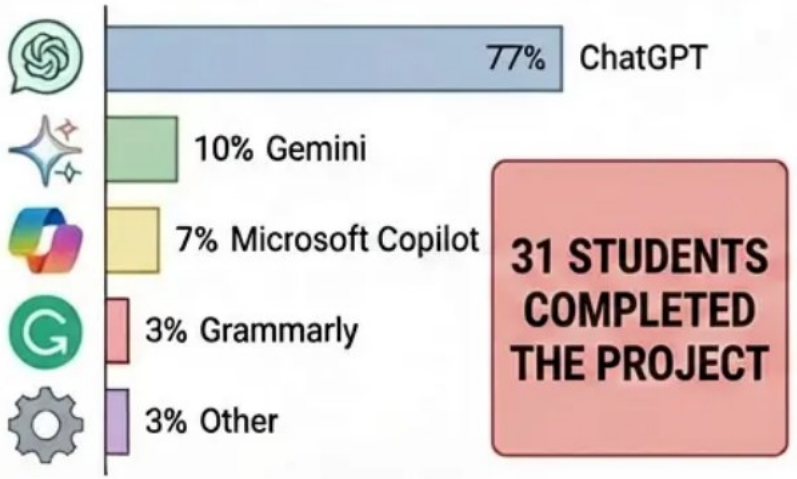
- Select Topic
- Research & Gather Information
- Develop Presentation
- Apply AI Tool
- Present Findings
- Reflect on Learning

2. AI Integration & Outcomes Section

A. How Did Students Use AI?



B. AI Tool Usage



31 STUDENTS COMPLETED THE PROJECT

3. Key Findings & Lessons Section

A. What Worked Well

- ✅ High student comfort (97%)
- ✅ Improved efficiency (83%)
- ✅ Supported brainstorming/organization
- ✅ Simplified complex concepts
- ✅ Increased awareness of ethical AI use

B. Challenges / Limitations

- ⚠️ Need to verify AI-generated information
- ⚠️ Neutral impact on critical thinking (30%)
- ⚠️ Occasional inaccuracies/vague answers
- ⚠️ Learning curve for effective use
- ⚠️ Risk of over-reliance

C. Improvements & Next Steps

- ↑ Provide practice assignments first
- ↑ Clear guidance on tools and use
- ↑ More instruction on ethical AI
- ↑ Remove underused components (e.g., 'Presentation Practice')
- ↑ Focus on a narrower list of approved tools

D. Overall Takeaways

- AI = positive student experience; best for brainstorming, organizing, simplifying
- Students value accuracy/bias checking
- Responsible use + instructor guidance = most beneficial

Maria Slater

Instructor, Economics & Finance

Econ 202-002 Project Context and AI Tools

Project Focus: The project centered on market failures, public goods, and externalities highlighting inefficiencies in free markets.

AI Tools Used: ChatGPT for Learning: ChatGPT served as an interactive AI assistant to clarify economic concepts and provide world examples for deeper understanding. **NotebookLM for Organization:** NotebookLM helped summarize readings and lecture notes, aiding synthesis and connection of key course ideas.

Responsible AI Integration: AI tools were used as learning aids to support critical thinking, not replace it, in the economics course.

Outcomes, Challenges, and Instructional Takeaways

Results

Positive

- Boosted classroom participation and inquiry.
- Encouraged students to use AI tools in the classroom.

Negative

- Notebooklm limitations: Encountered technical issues that could not be resolved. PowerPoint presentation tool was not accessible for some students.
- Free-rider problem. The class of 47 students was broken down into six groups, with 6 to 7 members.

Challenges of Overreliance

Some students depended too much on AI, risking lack of critical thinking and requiring guidance on verification. Since the PowerPoint presentation tool was not accessible three groups opted to present videos created by AI.

Lessons Learned

- AI is most effective as a supplement; clear guidelines and structured reflection ensure academic rigor.
- Students were requested to work with 10 sources to create a PowerPoint presentation. It was too much information.
- Notebooklm may be more efficient when working individually, rather than with a group of students

T. Phillip Madison

Associate Professor, Communication

Using AI to Teach Research Honesty

Course: CMCN 504 – Graduate research methods in communication

Assignment: Single-hypothesis paper (mini journal article)

- Students chose a media/communication topic
- Used AI to generate: full paper + references, done in class
- Then had to: fact-check every claim, list AI's errors, revise the paper, and write a 1–2 page reflection over a 2-week period

Tools:

- AI text generator (student's choice) as a *drafting* tool
- Library databases / Google Scholar for verification

What Happened and What I Learned

What worked

Most students **found and fixed** fake or flawed citations (wrong authors, journals, article numbers)

Several downgraded AI's over-complex methods to analyses they could actually understand (e.g., simple correlations)

Reflections showed genuine awareness: "AI writes well, but I can't trust its references"

What didn't work

Some didn't read / follow **all** instructions (missing corrections list or reflection); this is an issue beyond AI. Although may be exacerbated by it

AI routinely produced content **beyond students' current competence** (control variables, structural models) that they couldn't explain

Lessons learned (for me and them)

AI is useful for drafting, **dangerous as an unverified authority**

I need to penalize missing components and uncorrected factual errors more consistently

Clear message to students: *Don't let AI pretend you know things you can't yet defend*

Manyu Li

Associate Professor, Psychology

PSYC 340 Theories of Personality

1. THE CONSTRUCT HUNT: BRAINSTORM & DEFINE TRAIT

- Identify Niche behavior (Modern/Humorous)
- AI-Assisted Brainstorming (generates topic pool)
- Write Operational Definition

2. THE ITEM FACTORY: WHITE & SCREEN ITEMS

- AI-Generated Likert Scale Statements (including reverse-coded options)
- Review and select best items
- AI-Based Clarity & Bias Check
- Peer Review

3. THE DATA SPRINT: CREATE & COLLECT DATA

- Build optimized survey (Online Form with AI layout tools)
- Collect and validate data
- Use AI for immediate formatting & response checks
- Use QR Codes for distribution

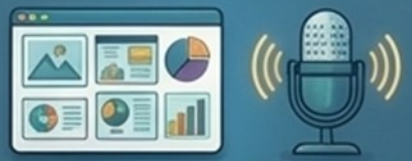
4. THE REALITY CHECK: ANALYZE & SUMMARIZE

- Automated AI Data Cleaning & Reverse Scoring
- AI-Powered Reliability Analysis (e.g., Cronbach's Alpha)
- AI-Generated Summary Points
- Create single slide summary

Curriculum Support Toolkit

OTHER AI TOOLS & CURRICULUM

GEMINI & NotebookLM



COURSE MODIFICATION:
Refresh Visuals & Study Guides, New Content Creation.

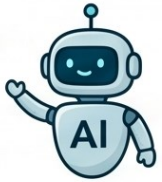
TURNITIN Clarity

WRITING ASSIGNMENTS:
Improve Writing Quality, Ensure Academic Integrity.

RESULTS: THE NICHE TRAIT PROJECT - ENHANCED BY AI

STAGE 1: ENHANCED ENGAGEMENT

Guided AI engagement with the AI-enhanced in-class activity.



STAGE 2: CRITICAL REFLECTION

Critical reflection on AI responses via discussion and peer review.

STAGE 3: AUTHENTIC DATA CAPACITY

Increased capacity in using real-time, authentic data for data analysis and interpretation.

STAGE 4: INTERACTIVE ANALYSIS & THINKING

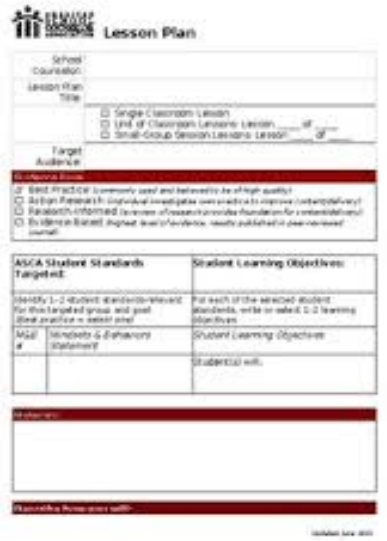
Increase interactivity data tasks and analytic thinking.

Anita Pool

PhD, LPC NCC

Associate Professor,
Department of Counseling

AI Project


Lesson Plan

School/ Counselor:

Lesson Plan Title:

☐ Single Classroom Lesson
☐ Unit of Classroom Lessons: Lesson ___ of ___
☐ Small-Group Session Lessons: Lesson ___ of ___

Target Audience:

ASCA Student Standards Targeted:	Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal. (Best practice = select one)	For each of the selected student standards, write or select 1–2 learning objectives.
MSE # / Mindsets & Behaviors Statement	Student Learning Objectives
	Student(s) will...

Materials:

Course:
COUN 503 Principles and Administration of School Counseling

Tools:
ChatGPT and Microsoft Copilot

Project:
Students used ChatGPT and Microsoft Copilot to design classroom lessons aligned with the ASCA National Model and ASCA Mindsets and Behaviors. Completed classroom lessons included the aligned ASCA standards, learning objectives, accompanying lesson materials, and pre- and post-test assessment items.

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Results of the Project

What worked:

- Exposure to more ideas
- Efficiency, organization, creativity, and detail
- Made lesson planning less intimidating
- Led to better understanding of some concepts

What did not work:

- Students reported feeling "disappointed and bored"
- Did not always provide the prompted information
- AI did not account for developmental appropriateness

Lessons learned:

- Students were more reluctant to use it than I anticipated
- Students want the option to choose the use of AI
- Some tools are better for certain tasks than others
- It takes time to explore the tools
- Accuracy of output must be ensured

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Frances Stueben

Associate Professor,
College of Nursing and Health Sciences

Course and Context

Course:

- NURS 804: Clinical Scholarship & Analytic Methods for EBP

Assignment:

- Literature Synthesis

Tools:

- Optional use of NotebookLM for organization
- AI Transparency requirement
- Faculty article approval to ensure appropriate study design

Results and Lessons Learned

What Worked:

- Improved initial literature synthesis compared to previous cohorts
- Effective use of scholarly support

What Didn’t:

- Some students did not configure permissions for faculty access to NotebookLM

Lessons Learned:

- Need clear tech instructions
- Do not assume tool familiarity

Next Steps:

- Add simple sharing instructions/tutorial
- Maintain focus on critical thinking over AI

Jungmin Lee

Visiting Assistant Professor,
Educational Curriculum and Instruction

What Did I Do?

LTCY 302 – Early Childhood Literacy Methods

AI as Pedagogical Decision-Support

INSTRUCTIONAL GOAL

Help preservice teachers strengthen differentiation and cultural relevance in mentor-text mini-lessons — without turning AI into a lesson generator.

TOOL

Customized course-trained ChatGPT aligned with:

- Mentor-text pedagogy
- Multilingual learner participation
- Culturally sustaining writing instruction
- Course readings and frameworks

OUTCOME TARGET

Shift student thinking from:

adding supports → **designing participation**

"Your goal is NOT to add more ideas. Your goal is to improve instructional quality."

PROJECT DESIGN · Structured Refinement Protocol

1. Identify weakest differentiation dimension
2. Prompt AI strategically
3. Evaluate suggestions (keep / revise / reject)
4. Strengthen multilingual participation
5. Strengthen identity / community relevance
6. Rewrite one instructional move

AI was explicitly positioned as a pedagogical decision-support tool, not an authorship tool.

What Were the Results?

LTCY 302 – AI-Supported Mentor-Text Mini-Lessons

✓ What Worked

Students redesigned participation structures

- oral rehearsal → collaborative composing
- translanguaging → planning strategy
- multimodal drafting → legitimate writing

Students evaluated AI suggestions critically

Rejected superficial cultural categories, revised generic strategies, selected context-appropriate supports. AI functioned as a thinking partner, not an authority.

Multilingual learners were repositioned as writers

- Plan in home languages
- Compose across modalities
- Present bilingually
- Use identity-linked symbols and narratives

⚑ What Didn't Work (Yet)

Community knowledge integration remained weak

Students preferred personal narrative connections over family knowledge, community storytelling, and local cultural expertise.

→ ***Important gap for future iterations***

Some students assumed teachers must understand all language use

Allowing brainstorming in home languages felt "confusing" to some students.

→ ***Surfaced productive tensions about translanguaging pedagogy***

⇀ Lessons Learned

AI works best as revision support, not idea generation

Students improved most when they diagnosed weaknesses first, then consulted AI.

Course-trained AI matters

Generic AI produces activities. Discipline-aligned AI produces instructional moves.

Preservice teachers can learn to critique AI pedagogically

Students consistently kept, revised, and rejected suggestions with justification — indicating emerging instructional judgment rather than reliance.

Collette Cosminski

Assistant Professor, Architecture and Design

Incoporating AI | INDS 202

COURSE

Second-Year Interior Design Studio
Focus: Temporal Lighting & Climate-Responsive Interiors
Gulf Coast / Terra Viscus context

AI TOOLS

- ChatGPT & Gemini:
  - AI image generation — Temporal light studies
  - AI-assisted material aging projections

PROJECT

Designing With Time: Temporal Light as Climatic Negotiator

- Field study of historic Gulf Coast vernacular buildings (passive shading, shutters, transoms)
- Students mapped glare zones, shadow patterns, and material weathering
- AI used as a temporal modeling tool — projecting 5–20 year material aging

Results & Reflections

✓ WHAT WORKED

- AI temporal projections helped students see light as a long-term climatic force
- Field study (vernacular buildings) grounded theoretical ideas in real precedents
- Students engaged deeply with material aging as design data

✗ WHAT DIDN'T

- AI defaults to temperate, Eurocentric light — had to push past generic outputs
- Students initially used AI to shortcut design process rather than reflect
- Difficult to assess depth of learning from AI Use Appendix reflections

★ LESSONS LEARNED

- AI is most powerful as a reflective tool, not a shortcut
- Slow down AI use — prompting for iteration > prompting for images
- Regional, climate-specific prompting unlocks richer, more honest outputs
- Student AI Use Appendix: document prompts + reflections from the start

Mihrimah Ozmen

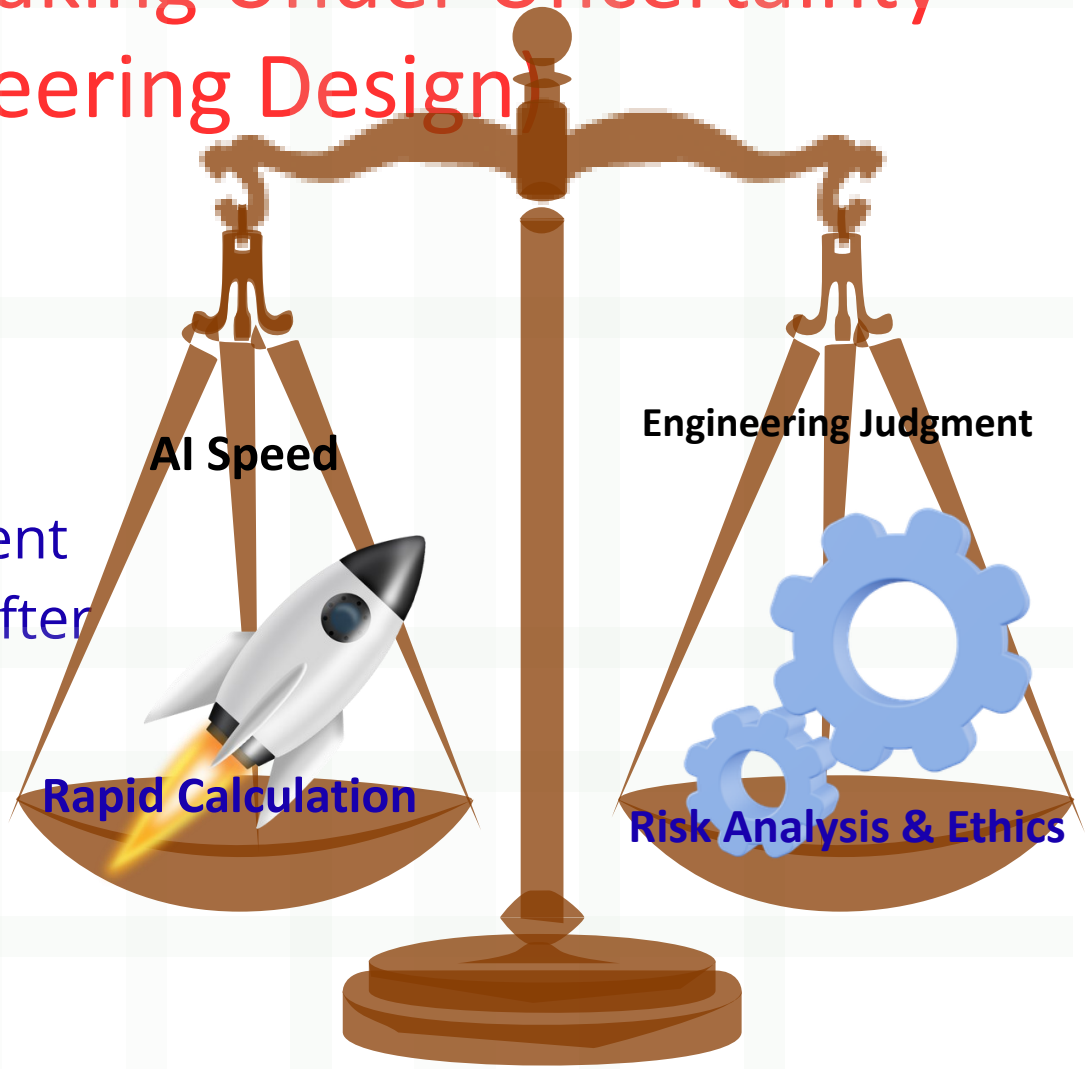
Instructor, Engineering & Technology Management

AI-ECOENGINE PROJECT – SMARTCAMPUS CAFÉ

AI-Guided Investment Decision-Making Under Uncertainty

(Pre/Post Prompt Engineering Design)

- **What did we do?** Designed a two-phase AI-supported investment analysis project for a startup café scenario.
- **Course:** ECON 430 – Industrial Economics & Finance
- **Tools**: ChatGPT, Gemini, prompt engineering, Excel financial modeling
- **Student tasks:** build assumptions, evaluate investment alternatives, validate AI outputs, and revise decisions after prompt engineering instruction.



Project Overview

- Compare three café investment options under uncertainty
- Use AI for assumption-building and decision support
- Apply engineering economy metrics in Excel
- Validate AI suggestions with human judgment
- Revisit and improve reasoning after prompt engineering training.

From Passive Users to Active Validators

AI-ECOENGINE PROJECT – SMARTCAMPUS CAFÉ
AI-Guided Investment Decision-Making Under Uncertainty (Pre/Post Prompt Engineering Design)[1]

Results: Students engaged well with AI-supported engineering economy tasks and became more aware of the need to verify AI-generated calculations.

What worked: Using AI for draft calculations, followed by student review, helped shift attention from routine arithmetic to interpretation, logic checking, and error detection.

What didn't work: Some AI outputs included calculation errors or unsupported assumptions, and some students initially accepted the results too quickly without enough validation.

Lessons learned: AI is useful as a first-pass support tool, but students must be trained to audit outputs, question assumptions, and take responsibility for final decisions.

Donggyu Lee

Assistant Professor,
School of Architecture and Design

Incorporating AI to Strengthen Design Research Skills

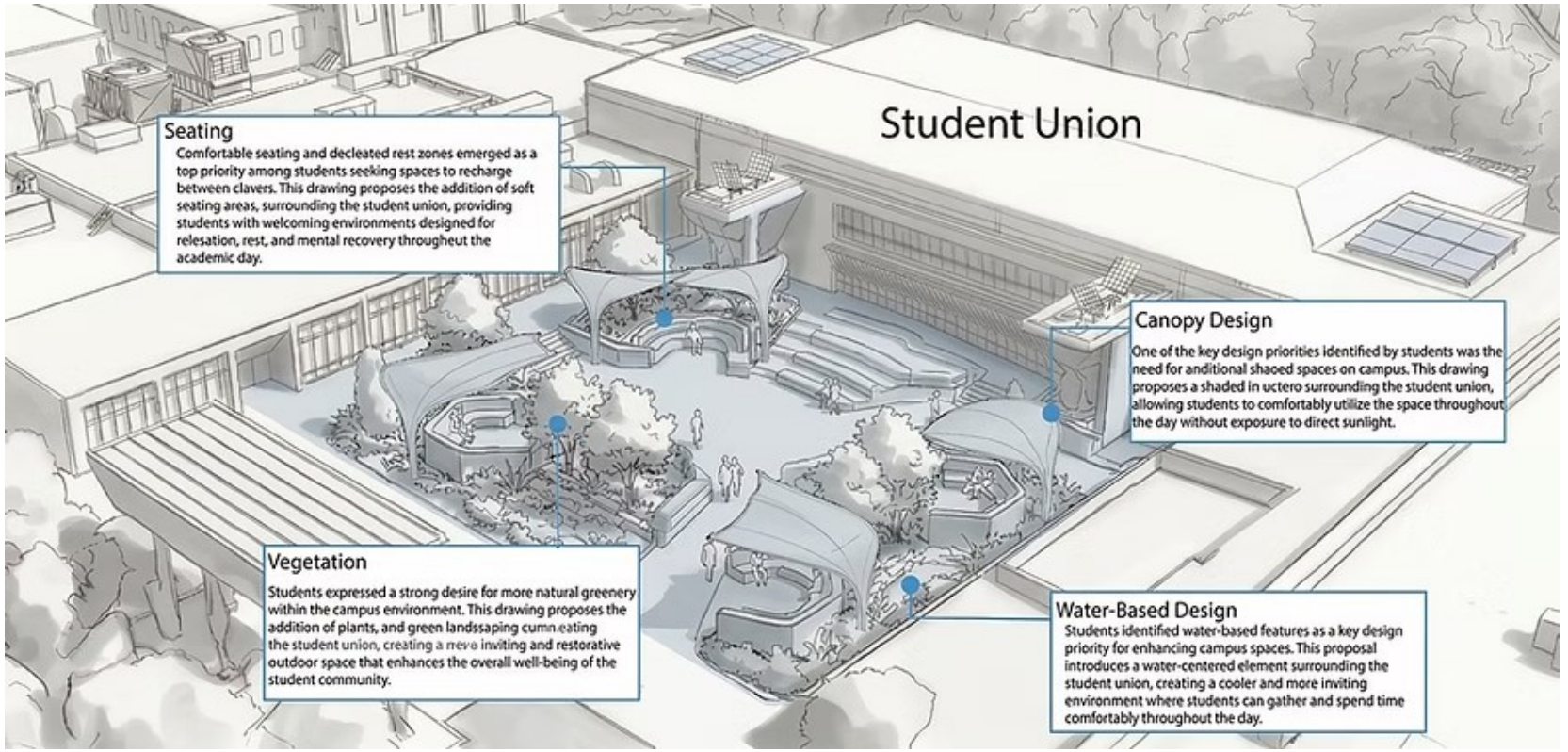
- **Course**: DSGN 463 – Design and Social Equity

- **Tools:**

  ChatGPT – Research
  Gemini – Image Generation

- **Objectives:**
  - Use AI tools as an accessible starting point for architecture students with limited research training to collect and interpret social and environmental data.
  - Produce preliminary infographics and diagrams that visualize key findings and strengthen design communication.

* Student Work Example - Campus Space Design Proposal Created Using **Gemini**



Results & Reflections[1]

What worked:

- ✓ Students completed their assignments using data and became more familiar with citation practices.
- ✓ Students used AI tools to generate project-relevant images within a short-period of time.
- ✓ AI reduced data collection time and allowed more time for presentation preparation.

What did not work:

- ✓ Some students were reluctant to use AI, so I allowed them to opt out.
- ✓ It was difficult to verify the accuracy of AI-generated data for students.
- ✓ Some team projects relied too much on AI rather than group discussion.
- ✓ I could not introduce Perplexity because many students were still new to research.

Lessons learned:

- ✓ AI can help students support their design approaches with evidence and generate preliminary design ideas.
- ✓ Teaching advanced AI use was difficult while also teaching core course content.
- ✓ More structured activities are needed to support both AI use and collaborative learning.

Lisa Bowles

Senior Instructor, Management

HMGT 400 – Customer Service Culture (3/6/26)

Elevator Pitch

INSTRUCTIONS

- Step 1: Write out your one minute pitch statement - consider using personality type, Clifton Strengths, your three words, job experience & aspirations, leadership examples, special details (study abroad/internship), skills
- Step 2: Choose two AI platforms - ChatGPT, Google Gemini, Microsoft CoPilot (others are acceptable) and prompt to rewrite your statement. State what you used and your prompt with the outcome. You can even upload your resume to assist.
- Step 3: Finalize your pitch statement.
- Step 4: Write a brief summary about how AI helped, what you liked/didn't like, estimated time savings and if the final version was improved because you used AI
- Step 5: upload to Moodle as a pdf
- Step 6: Practice! Practice!
- Step 7: Deliver your pitch in the classroom on Friday, March 6

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HMGT 400 – Customer Service Culture

Summary of Student Feedback

The students compared elevator pitch drafts created manually and with AI tools. They felt their original written pitch contained the necessary information but sounded clunky and better suited for reading than speaking. The version generated by Perplexity included strong ideas but contained too much information for a one-minute pitch and would be harder to deliver smoothly. The students preferred the ChatGPT-generated pitch because it was clearer, more concise, and easier to say out loud. They also noted using ChatGPT was efficient, taking only 1–2 minutes to input information and receive multiple pitch options to choose from. Overall, the feedback suggests AI helped simplify the message, improve flow for speaking, and speed up the drafting process.

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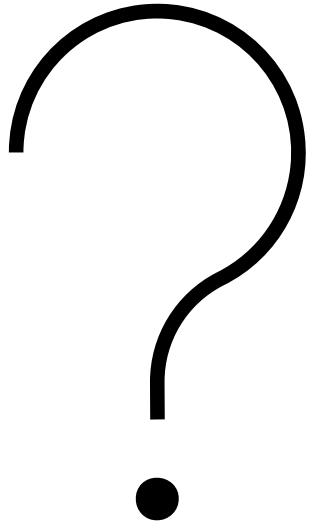
These students are SENIORS. They had the option to use AI for their next assignment – create a customer service presentation. They chose not to as they wanted to control the output. Time saving was not a factor.



Questions?

Thank you!