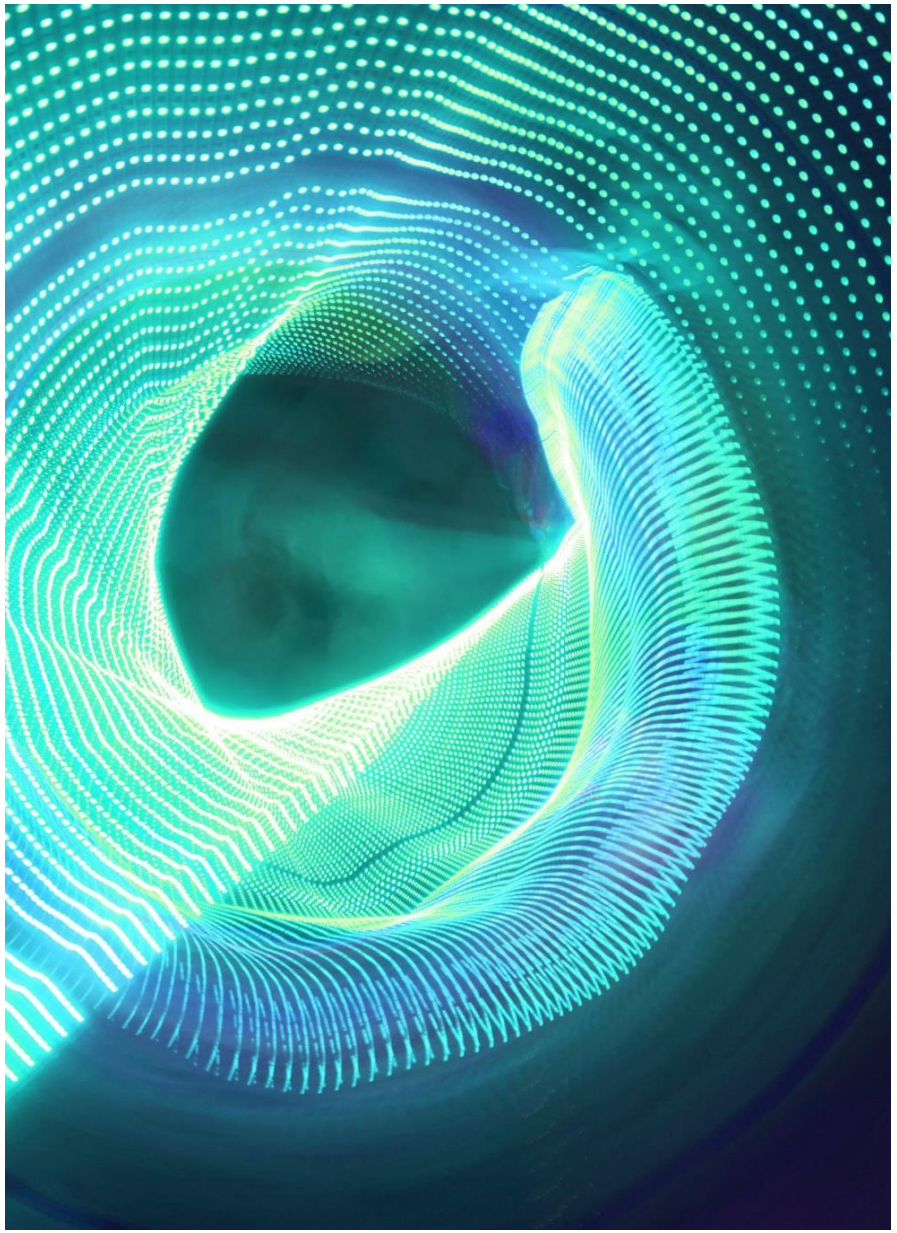

Practical AI Strategies for Your Classroom: A Hands-On Workshop

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Framing

We’re building on the keynote discussion and focusing on five practical strategies, and for each one, you'll have time to start drafting something for YOUR course. Today is about walking out with specific assignments, activities, and language you can use immediately.

What You'll Leave With:

- Syllabus language you can use
- A few assignment ideas adapted to your discipline
- An action plan for continuing the work

The Challenge: We Share

Quick Pair-Share (2 min): Turn to someone near you and share:

- One AI-related challenge you're facing in your teaching
- One thing you've already tried (even if it didn't work)

After: Share ideas with the larger group if desired.

Strategy 1: Make AI Use Visible & Explicit

In Your Syllabus (*TILT*-aligned) (Transparency in Learning and Teaching) (Winkelmes et al., 2016)

- State explicitly when/how AI can be used
- Explain WHY certain assignments prohibit AI
- Connect restrictions to learning goals
  - **Example Language:** "In this course, you may use AI tools for brainstorming and outlining (Assignments 1-3), but not for drafting or final editing. Why? Because learning to develop your own arguments strengthens critical thinking—a skill AI cannot build for you."
- **Tip:** Share your own AI use with students

Activity 1: Draft Your AI Policy (6 minutes)

Individual Work (4 min): Using the template below, draft AI guidance for ONE assignment:

Template:

- For [Assignment Name], you [may/may not] use AI tools for:
  - [Specific allowed uses, if any]
- You may NOT use AI for:
  - [Prohibited use]
- Why these restrictions? [Connect to learning goal - what skill are students building?]
- If you use AI, you must: [Disclosure requirement - e.g., "Include a brief note explaining how AI assisted you"]

Quick Share (2 min): Share your draft with a neighbor. Get one piece of feedback.

Key Takeaway: Specificity reduces confusion and increases compliance.

Strategy 2: The "AI Transparency Assignment"

Week 1-2 Activity. Ask students to:

- Use ChatGPT/Claude to write a paragraph on [course topic]
- Critique the output's accuracy, depth, and gaps
- Revise it with their own knowledge at this point in the course
- Reflect on what AI can/cannot do (you might need to help them)

Why This Works:

- Demystifies AI immediately
- Builds critical evaluation skills
- Establishes baseline expectations
- Students see limitations firsthand

Activity 2: Design Your AI Transparency Assignment

Individual Work (5 min): Design a Week 1-2 AI Transparency Assignment for YOUR course using this template:

PART 1: Generate AI Response	PART 2: Critique the AI Output
Use [specific AI tool] to **write** a [paragraph/short response] answering this prompt: • [Your discipline-specific prompt - something from your Week 1 content]	**Analyze** the response: • What factual errors or inaccuracies do you notice? • What important concepts or nuances are missing? • What makes the response generic or surface-level? • [Add 1-2 discipline-specific evaluation criteria]

PART 3: Improve It	PART 4: Reflect (2-3 sentences)
Revise the paragraph using: • Course readings/materials • Your own knowledge and examples • [Discipline-specific requirements]	What does this teach you about AI's capabilities and limitations in [your field]?

Think-Pair-Share (2 min):

- **Think:** What prompt would work best for YOUR discipline?
- **Pair:** Share with a neighbor
- **Share:** 2-3 volunteers share their prompts with the room

Discipline-Specific Examples:

- **Biology:** "Explain the process of photosynthesis"
- **History:** "Describe the causes of World War I"
- **Business:** "What makes an effective marketing strategy?"
- **Psychology:** "Explain cognitive dissonance"

Strategy 3: AI as a Research/Writing Partner

Productive AI Integration

For Research:

- Generate search terms for databases
- Summarize lengthy academic articles (then verify that the AI didn’t miss main points)
- Identify gaps in literature review
- Identify main audience and main arguments against the ideas

For Writing:

- Create reverse outlines of drafts (Purdue OWL; The Writing Center)
- Generate counterarguments to test thesis
- Suggest transitions between ideas

Key point: Frame AI as a tool for thinking, not a substitute for thinking

Activity 3: Create an "AI as Partner" Assignment (6 min)

Individual Work (4 min): Design one assignment where students use AI as a thinking partner, then demonstrate their critical engagement

PART 1: Use AI Strategically. Use AI to [specific allowed task]: • Generate 10 search terms for your research topic • OR Create a reverse outline of your draft • OR Generate 3 counterarguments to your thesis • OR [Your discipline-specific use] Document what you asked AI and what it produced.	**PART 2:** Evaluate & Extend • Which AI suggestions are useful? Which aren't? Why? • What did AI miss that's important in [your field]? • How will you improve on what AI generated?
PART 3: Apply Your Thinking. [Show how you used AI strategically in your actual work] • Final research with sources AI didn't suggest • OR Revised draft with your improved organization • OR Argument that addresses counterarguments thoughtfully	

Small group Discussion (2 min)

Share your assignment idea. Discuss: Does this position AI as a tool to **help** with thinking or a **substitute** for thinking?

Discipline Examples:

- **Math/Science:** "Use AI to identify similar problems, then explain why your approach is better"
- **Literature:** "Have AI generate themes, then find textual evidence AI couldn't identify"
- **Business:** "Use AI for SWOT analysis framework, then add industry-specific insights"

Strategy 4: Discipline-Specific "AI Resistant" Tasks

Caveat

- “AI-resistant” is a realization that AI tools can do many of the things that students have traditionally been asked to do
- Students may have wearables of all kinds for in-class work or may have AI access for online courses
- Banning AI tools or trying to police our way through assignments or AI-proof our courses may lead us in the wrong pedagogical direction

Ideas for AI-Resistant Assignments

Examples Across Disciplines:

- **Writing:** Analyze a text we read together in class; connect to personal experience
- **STEM:** Solve a novel problem with your work shown; explain reasoning orally
- **Social Sciences:** Interview a community member; analyze with course theories
- **Arts/Humanities:** Create original work; write artist statement explaining choices

The Pattern: Local knowledge + personal insight + process documentation

Activity 4: Design One AI-Resistant Assignment (7 min)

Individual Brainstorming (3 min): Use the *AI-Resistant Formula* to design one assignment

AI-Resistant Formula:

[Discipline-specific task]
+ [Local/class-specific knowledge]
+ [Personal experience/insight]
+ [Process documentation or oral component]
= AI-Resistant Assignment

Gallery Walk (4 min):

- Set your assignment idea on the table
- Walk around and read others' ideas at other tables
- Write down 2-3 ideas that inspire you
- Return to your seat with at least one new idea

Discussion Prompts for Gallery Walk:

- What patterns do you notice in AI-resistant assignments?
- Which strategies could you adapt to your discipline?

Example:

Analyze [text we read in class]
+ Connect to [in-class discussion on Tuesday]
+ Relate to [your own experience with X]
+ Include [reading notes and draft outlining]
= AI can't fake being in your class

Your Assignment Idea:

- Task: _____
- Local Knowledge Required:_____
  (What happened in class? What specific context matters?)
- Personal Element:_____
  (Experience, observation, field work, interview?)
- Process Documentation:_____
  (What evidence of thinking do you want to see?)

Strategy 5: Collaborative Learning Structures

Design for Human Interaction

- Small group problem-solving (in class)
- Peer review with specific feedback instructions
- In-class discussions with assigned roles
- Project-based learning with group accountability

Why This Matters:

- These environments can increase student participation in discussions
- Harder to use AI in in-class synchronous collaboration
- Builds social learning and community

Activity 5: Plan One Collaborative Activity (5 min)

Individual Planning (3 min). Choose ONE collaborative structure and plan how you'd use it in your course

Option A: Peer Review • Students exchange [drafts/problem solutions/project plans] • Feedback • Students must respond to peer feedback in revision memo	**Option B: In-Class Group Problem-Solving** • **Task**: [Specific problem/case study/scenario] • **Deliverable**: Solution + written process explanation showing each person's contribution	**Option C: In-class Discussion** • **Individual Student Reflection:** What did you learn from discussion AND observation of other group's responses?	**Option D: Project-based learning** • **Task:** Small groups to complete real-world projects • **Deliverable:** A report about the task and the needed item

Quick Share (2 min): Turn to a neighbor: Which structure did you choose and why? What concerns do you have about implementation?

Your Action Plan

Look at your notes from today. Complete this:

This week, I will:

- Add AI policy language to my syllabus for [course name]
- Design one new assignment: _____
- Revise one existing assignment: _____
- Try one collaborative structure: _____
- Other: _____

Next month, I will: _____

Before next semester, I will: _____

Next Steps

- Share your drafts with a colleague for feedback
- Test one strategy with a low-stakes assignment first
- Ask students for feedback on what works
- Join/start a faculty learning community on AI in teaching

Remember: Start small, iterate, share what works. You don't need to implement everything at once.

Thank You!

Questions?

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