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UNIVERSITY MARYLAND

**MORE THAN READY.
LOYOLA READY.**

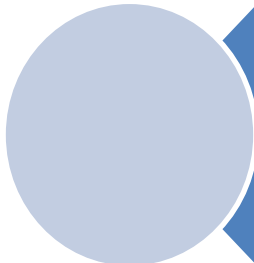


AGENDA

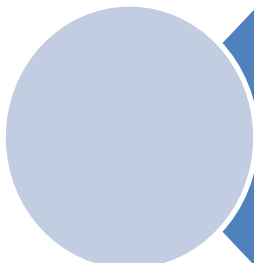
1. Course EC 220 – Business Statistics - Current State
2. Course Objectives
3. Course Components
4. Graded Deliverables
5. Main Objectives of Digital Pedagogy Workshop
6. Course Redesign (iterative approach)
 - Ideas to Implement
 - Success Metrics
 - Potential Barriers
 - Protocol for capturing student feedback as I iterate



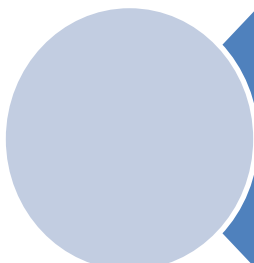
EC 220 – COURSE OBJECTIVES



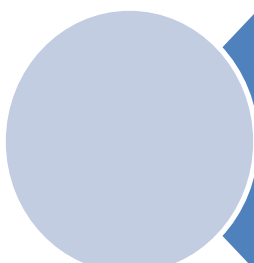
Gain competency in Microsoft Excel,
pertaining to statistical analysis



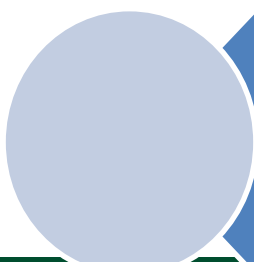
Learn basics of statistics, sampling, probability
and descriptive statistics



Understand how to successfully apply these
techniques in business disciplines



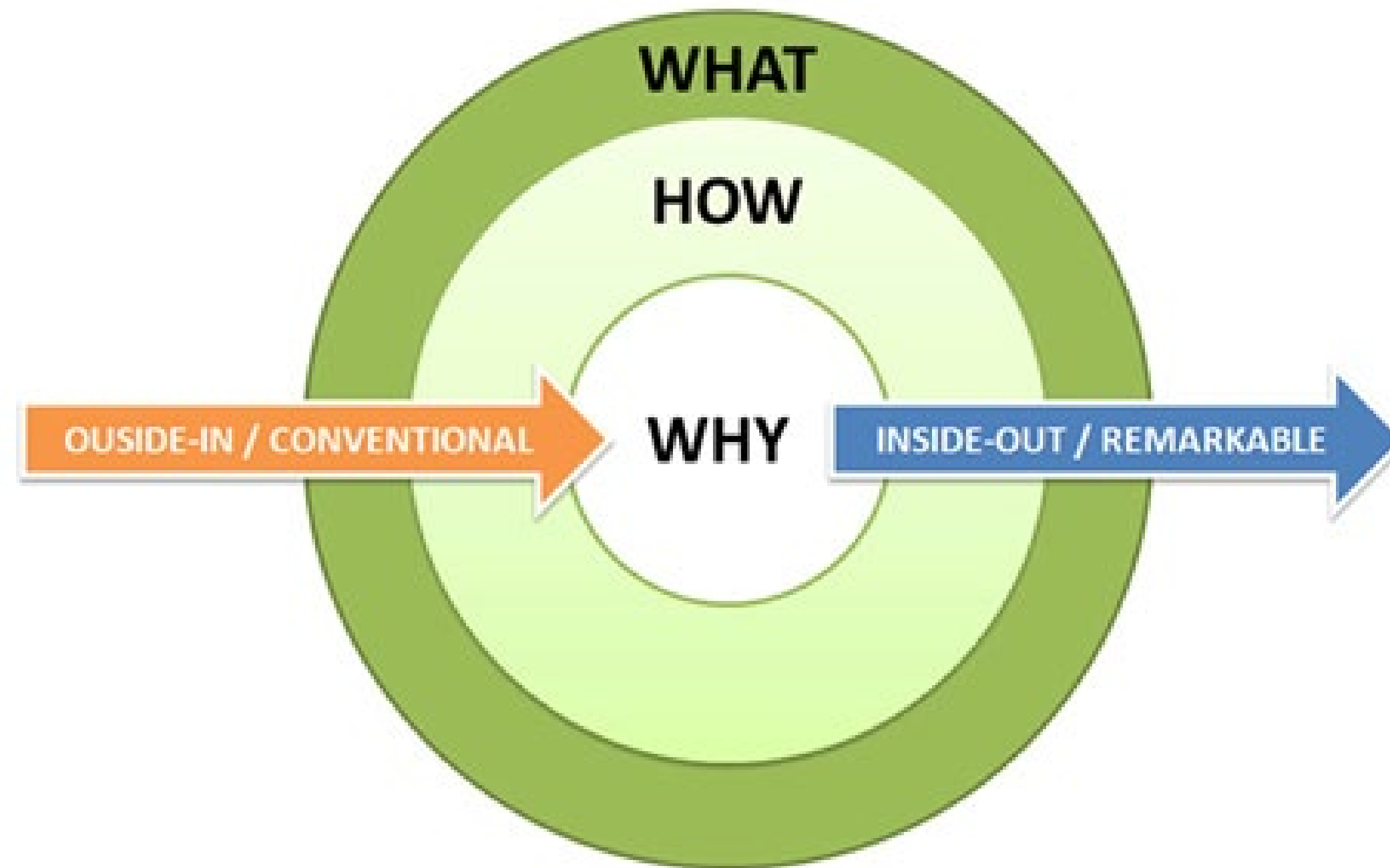
Know which technique to use and when



Define a business problem, develop hypothesis
and analyze data



APPROACH



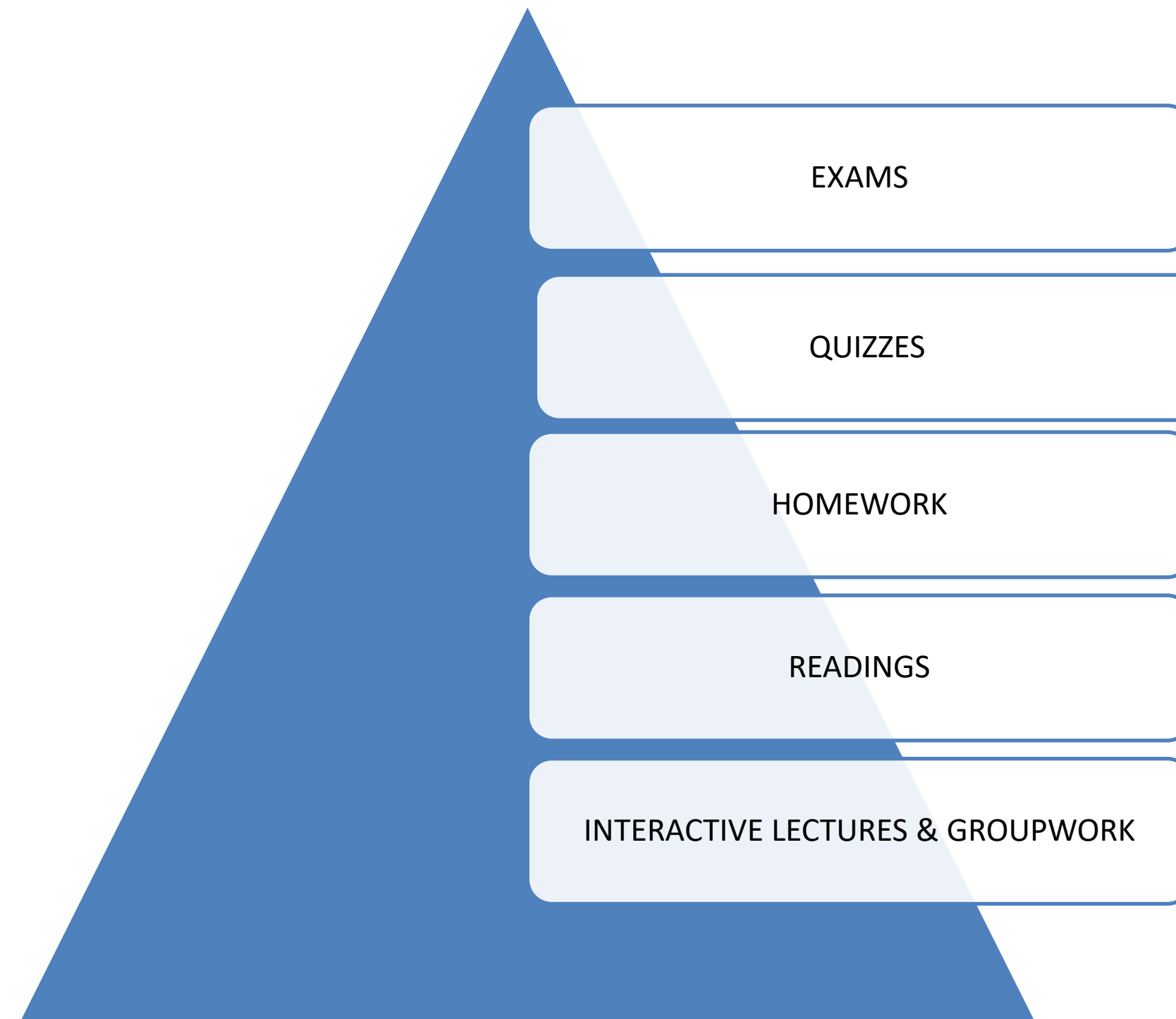
Simon Sinek. "The Golden Circle" (TED talk)

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en



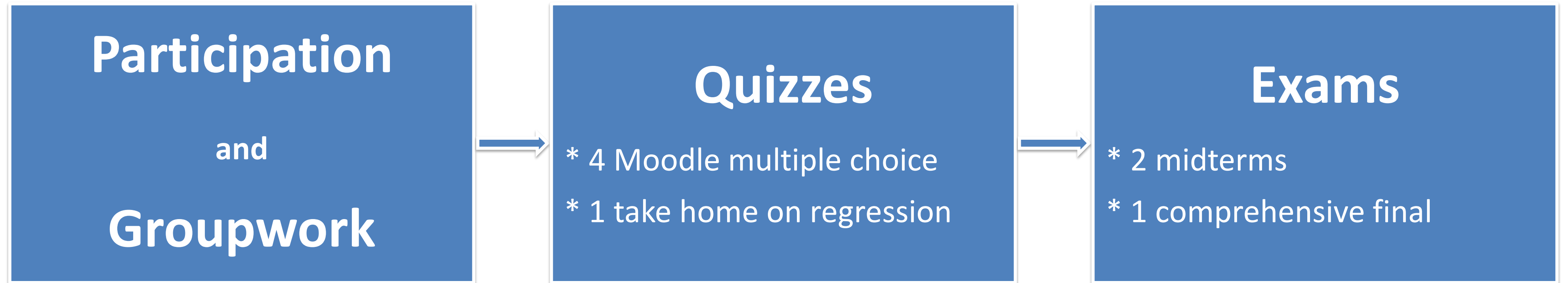
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EC 220 – COURSE COMPONENTS





EC 220 – GRADED DELIVERABLES



OBJECTIVES OF DIGITAL PEDAGOGY WORKSHOP



Recognizing what you want students to understand

Designing assessments that reveal real thinking

Building learning activities that hold up with an AI-integrated world

Writing an AI policy that reflects your values and care for your students

Remembering the importance of collaboration and fun learning experience



COURSE REDESIGN – IDEAS TO IMPLEMENT

UTILIZE TECHNOLOGY

- * Allow usage of MS Copilot as study tool/helper*
- * Encourage available LinkedIn Learning videos for improving MS Excel skills

COLLABORATIVE LEARNING EXPERIENCE

- * Randomly assign groups
- * Make take home quiz a group assignment
- * Add take home quiz group presentation “Regression Battle”

REVEAL REAL THINKING

- * Utilize Moodle quizzes add-on video explanations
- * Introduce final exams as Oral exams

LEARNING ACTIVITIES THAT HOLD UP IN AI-INTEGRATED WORLD

- * Examples





COURSE REDESIGN - AI USAGE POLICY

Course Goal: To help learn how to think and critically evaluate data and information, and be able to communicate it clearly

ALLOWED:

- As a Study tool for extra practice questions and assist with real use case thinking
- AI agent/course helper will be available for students
- Take-home Quiz – ONLY FOR HELP WITH EXCEL Functions (see prohibition below). Students would need to disclose where AI was used and quoted appropriately. (see Disclosures part)



COURSE REDESIGN - AI USAGE POLICY

NOT ALLOWED:

- Take-home Quiz: AI usage is prohibited in the final analysis and interpretations. AI usage is not allowed in group presentation of the take home quiz as it is a showcase of effectiveness of students' communication of data analysis.
- Groupwork In-class Assignments: AI usage *is not allowed* in groupwork in-class assignments, as they are meant to hone students' collaborative efforts of critical thinking and analysis.



COURSE REDESIGN - AI POLICY (CONT'D)

Disclosure

To quote AI usage for the take-home quiz use the following template: *“I used [tool name] to [describe use]. I then [describe what you did with the output]. The AI-generated content [does/does not] appear in this submission. My analysis, interpretation, and conclusions are my own.”* Citation format: APA 7th: OpenAI. (2024). ChatGPT (GPT-4o) [Large language model]. <https://chat.openai.com>

Consequences

The violation for the AI usage for assignments where AI was not allowed is receiving a zero for the assignment and report to the Honor Council. Also, because of privacy concerns it is advisable not to put any sensitive information in AI tools.



COURSE REDESIGN - STUDENT FEEDBACK PROTOCOL

- Informal feedback
- Qualtrics survey in the middle of the semester
- Qualtrics survey at the end of the semester





BARRIERS & MITIGATION

- DAS accommodations for oral exam
 - Will work with individual students
- AI policy
- Group work dynamics challenges





QUESTIONS



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