# Before we get started . . . .

Choose 1-3 words that describe where you are with AI in teaching today. No need to include your name.

**Share on a sticky note and place it on the continuum.**

# On Ramp to AI

## USING AI IN THE CLASSROOM

Kelly Keane and Peggy O’Neill
*on behalf of the Digital Teaching Faculty Fellows Cohort*
August 27, 2025

# AI Digital Teaching Faculty Fellows

**Kelly Keane**
Learning Design & Technology

**Elliot King**
Communication & Media

**Jason Zhang**
Marketing

**Elizabeth Kennedy**
Law & Social Responsibility

**Peggy O'Neill**
Writing

*Not pictured Nicole Reibe*

# WHAT WE WILL EXPLORE TODAY

01. OUR RESEARCH ABOUT AI USE IN LOYOLA CLASSROOMS

02. AI ON-RAMP - STRATEGIES, EXAMPLES, IDEAS, CONSIDERATIONS

# The Loyola Study: What We Investigated

**6**

**Faculty Participants**

**6**

**Disciplines Represented**

**204**

**Students Invited**

**96**

**Completed Responses**

# Our Approach: Critical Integration, Not Tool Adoption

## Human-Centered

*AI augments, doesn't replace human judgement*

## Critically Reflective

*Always question AI outputs and processes*

## Pedagogically Driven

*Learning goals drive technology choices*

## Ethically Grounded

*Consider implications for students*

# What We Did (and What Worked)

## Communication Course

Students used Claude to analyze complex articles, then wrote personal takeaways in their own words.

## Marketing Course

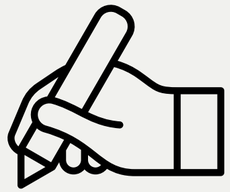
Students used AI to summarize articles, then wrote original analysis connecting to course concepts.

## Education Course

Students used AI to generate discussion prompts, then facilitated real classroom conversations.

# What We Did (and What Worked)

## Writing Course



For a research assignment, students learned how to use AI research tools along with more traditional methods beginning with LNDL instruction.

## Law Course

Grad student used genAI to find 2 current examples of conflicts arising from federalism for specific topic, then posted to the forum with additional info.

# What We Discovered: Student Perceptions

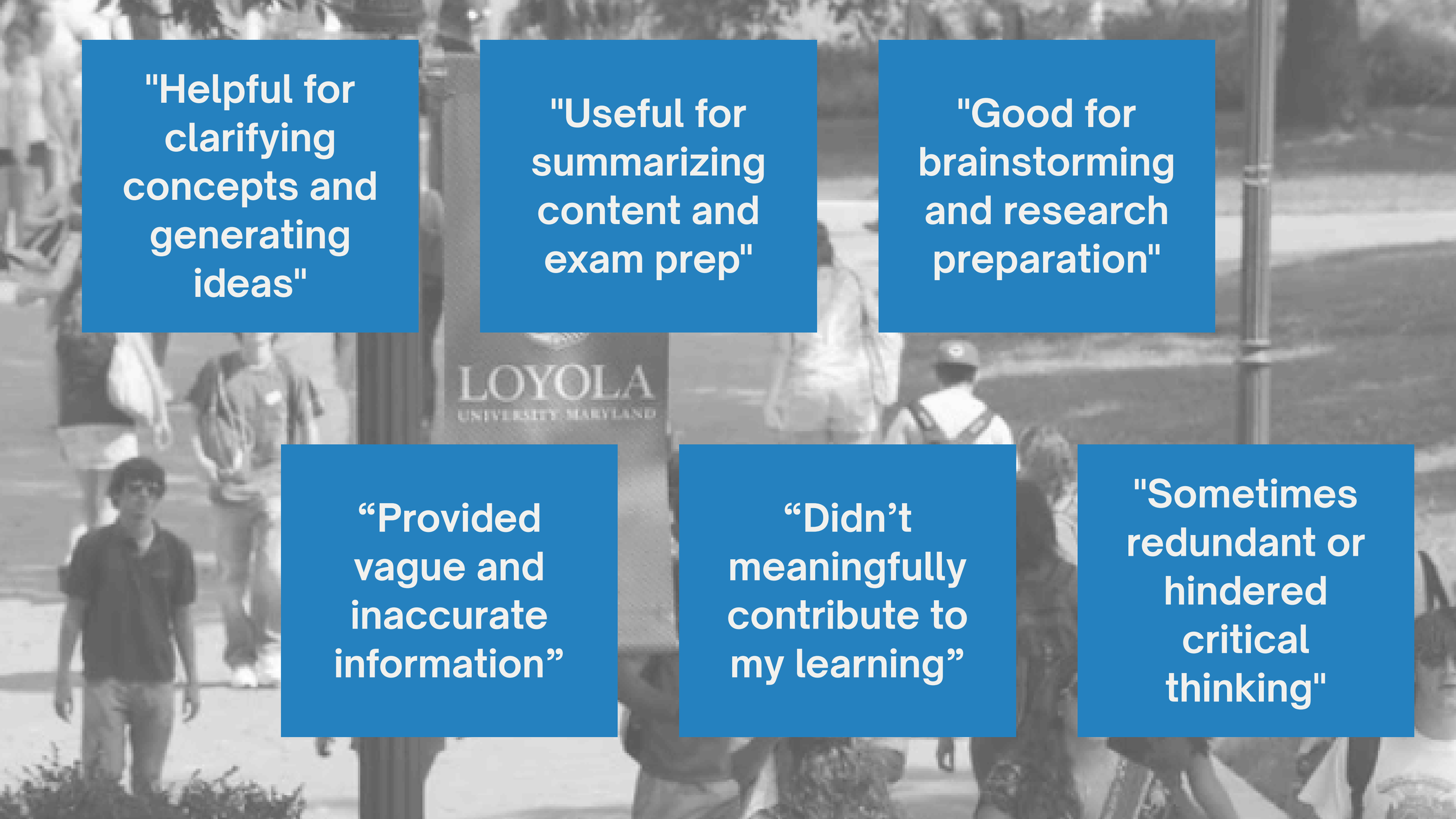
**3.7**

**Overall Positive Reception (out of 5)**

**3.9**

**“Relevant to learning”**

1. Students generally expressed positive attitudes toward generative AI when instructors **explicitly incorporated it** into teaching.
2. AI was more effective in supporting lower-level learning goals, such as being relevant to learning, than upper-level goals.




"Helpful for clarifying concepts and generating ideas"

"Useful for summarizing content and exam prep"

"Good for brainstorming and research preparation"

“Provided vague and inaccurate information”

“Didn’t meaningfully contribute to my learning”

"Sometimes redundant or hindered critical thinking"

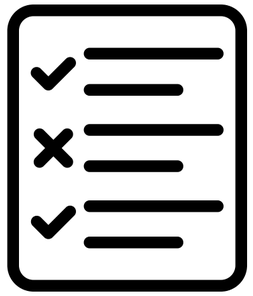
# Honest Talk (What Didn't Work)

## Student Challenges

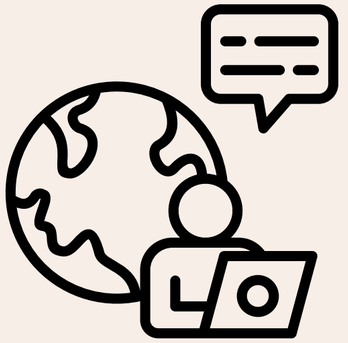
- ✕ Over-reliance on AI suggestions without critical evaluation
- ✕ Frustration with learning new tools
- ✕ Uneven prior experience creating classroom equity issues
- ✕ Apprehension and/or resistance to using AI

# What Students Want

"More tutorials on effective prompting"



"Clearer guidelines on appropriate use"



"Real-world examples of effective AI integration”

# Honest Talk (What Didn't Work)

## Faculty Challenges

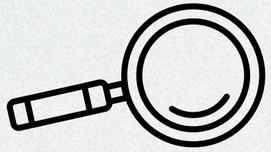
- ✕ Keeping up with new AI tools while managing regular workload
- ✕ Students submitting generic AI content that missed the assignment goals
- ✕ More time needed for individual check-ins and assessment
- ✕ How to respond to inappropriate use of AI by students

**What We Learned:** Structure and guidance are essential. "Failures" became valuable learning experiences. Community sharing reduced individual burden.

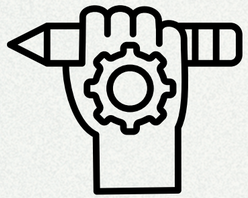
# The IPP Connected to AI - A Framework

## CONTEXT

Students' AI backgrounds and faculty concerns



## EXPERIENCE



Hands-on, guided experimentation with AI tools

## REFLECTION

Critical analysis of AI's impact on learning and ethics

## ACTION

Using AI for the common good and justice

## EVALUATION

Ongoing assessment of effectiveness and values alignment

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"Clearer guidelines on appropriate use"

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**CONTEXT**
Students' AI backgrounds and faculty concerns

**REFLECTION**
Critical analysis of AI's impact on learning and ethics

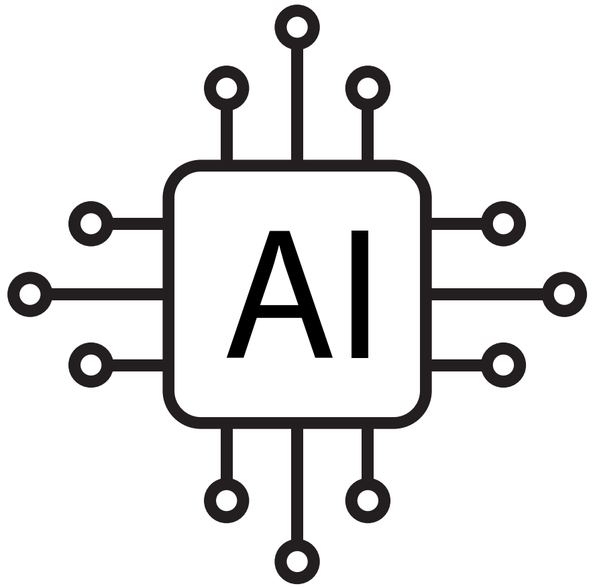
**EVALUATION**
Ongoing assessment of effectiveness and values alignment

**EXPERIENCE**
Hands-on, guided experimentation with AI tools

**ACTION**
Using AI for the common good and justice

=

# The IPP Connected to AI - A Framework




# ON-RAMP

- Crafting an AI Policy
- Designing Effective Chatbot Prompts
- Creating Meaningful Assignments
- Assessing Student Learning

# *Focus Area #1 -**AI Policy***

**What We Learned:** Students need explicit guidance on what constitutes appropriate versus inappropriate AI use to avoid unintentional academic dishonesty.

# Key Policy Elements

1. **Transparency** requirements: Students document their AI use.

2. Learning goal **alignment**: Connect to course objectives/outcomes.

3. Make policies **relevant** to specific assignments.

4. Clear **rationale**: Explain the "why" behind the rules.

This course takes a **collaborative** approach to artificial intelligence tools. My primary goal is to help you develop critical analysis skills while learning to use AI strategically and ethically. I believe that thoughtful AI use can enhance learning when paired with human judgment, so these guidelines are designed to support your intellectual growth while maintaining academic integrity.

**Intro of AI Policy Example**

**Rationale Example**

These guidelines exist because critical thinking develops through engaging deeply with complex ideas yourself. While AI can be a valuable research tool, the cognitive work of analysis, synthesis, and argumentation must be your own to build the intellectual skills this course is designed to develop. In your future careers, you'll need the confidence to evaluate information, form independent judgments, and communicate persuasively, skills that require practice without AI shortcuts.

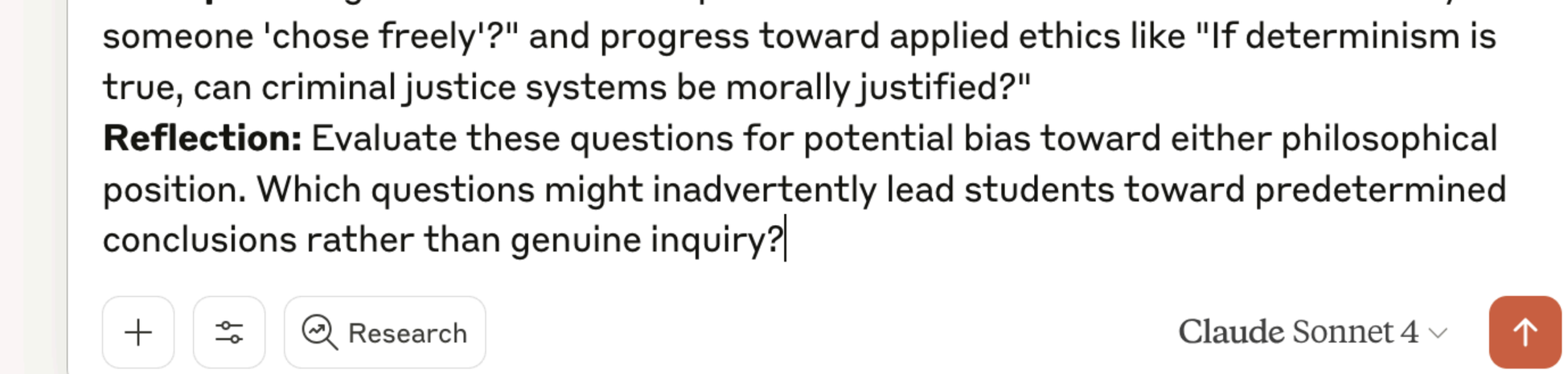
# *Focus Area #2 - **Prompts***

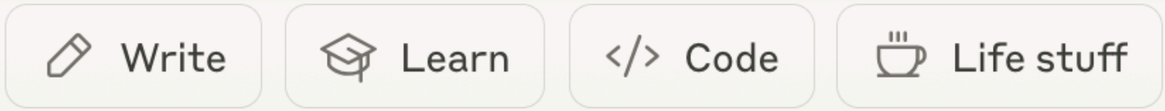
**What We Learned:** Good prompts are like good assignment instructions - specific, purposeful, and pedagogically sound.

# Some Prompt Writing Tips

- ✓ Specify the **output**.
  *Create a . . . .*
- ✓ Start with **context**.
  *Acting as an . . . .*
- ✓ Set **parameters**.
  *In X words, using a formal tone . . . .*
- ✓ Provide **examples** of expected outcome.
- ✓ Request **reflection**.
  *After generating, explain how you would verify this.*

**Context:** Acting as a Socratic dialogue facilitator for an undergraduate philosophy course discussing free will versus determinism...
**Output:** Generate 8 thought-provoking questions that build progressively from basic definitions to complex ethical implications, designed to sustain a 50-minute class discussion.
**Parameters:** Present questions in logical sequence with brief 2-3 sentence explanations of why each question advances the philosophical inquiry. Use accessible language for students new to philosophy.
**Examples:** Begin with definitional questions like "What do we mean when we say someone 'chose freely'?" and progress toward applied ethics like "If determinism is true, can criminal justice systems be morally justified?"
**Reflection:** Evaluate these questions for potential bias toward either philosophical position. Which questions might inadvertently lead students toward predetermined conclusions rather than genuine inquiry?




# Example of Discussion Facilitation Prompt for Philosophy Course

# *Focus Area #3 - **Assignments***

**What We Learned:** The choice between AI-resistant and AI-enhanced approaches should align with your learning objectives. Both strategies can be effective. The key is **intentional design** that serves student learning goals.

# GEN AI "Resistant" Assignments

## When You Don't Want Students to AI

1. **In-class Components**
    a. Short essays, oral presentations, and discussions
2. **Personal Reflection**
    a. Lived experience, individual perspectives
3. **Local Context**
    a. Community-specific knowledge and connections
4. **Course Integration**
    a. Specific readings and class discussion content

# GEN AI “Enhanced” Assignments

## When AI Becomes a Learning Tool

1. **Critical Fact-checking**
    a. Verify AI-generated content with credible sources
2. **Metacognitive Reflection**
    a. Document and analyze AI use throughout the process
3. **Prompt Documentation**
    a. Reflect on prompting strategies
4. **Process Analysis**
    a. Examine lessons learned from AI analysis

# Examples of AI-Resistant Assignments

1. Timed essay exams analyzing course readings
2. Live case study discussions with spontaneous Q&A
3. Oral presentations with real-time defense of positions
4. Reflective journals connecting personal experiences to theory
5. Cultural autobiography assignments
6. Community interview projects with local professionals
7. Campus policy analysis using course frameworks
8. Synthesis papers connecting class discussions and guest speakers
9. Response papers to in-class films or simulations

# Examples of AI-Enhanced Assignments

1. Content verification projects requiring students to fact-check AI outputs
2. Policy brief fact-checking assignments
3. AI collaboration analysis with prompting documentation
4. Learning process portfolios tracking AI influence
5. Project proposals with documented AI brainstorming phases
6. Research methodology design with AI assistance evaluation
7. Case study solutions comparing student analysis with AI output
8. Problem-solving case studies documenting AI's role in decision-making

# *Focus Area #4 - **Assessing***

**What We Learned:**

- AI detection tools are unreliable.
- Written assignments alone are no longer sufficient.
- Need to shift focus from product to process.

# Example Rubric Language

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Inadequate (1) |
|---|---|---|---|---|
| **Critical Evaluation** | Demonstrates sophisticated analysis of AI outputs; questions, verifies, and improves upon AI suggestions. | Shows good critical thinking about AI outputs; some verification and improvement evident. | Limited critical evaluation of AI outputs; accepts most suggestions without question. | No evidence of critical evaluation; uncritically accepts or copies AI outputs. |

# AI Use Transparency Levels

Choose the statement that BEST describes your AI use for this assignment.

| | |
|---|---|
| 0 | I did not use generative AI to complete this assignment. |
| 1 | AI was used for minor grammar and style suggestions. All content and analysis were my own work. |
| 2 | AI helped with examples, rephrasing, and structural outlines. All critical thinking and final writing were my own work. |
| 3 | AI was used extensively for analysis and writing. All outputs were reviewed and validated by me for accuracy. |

# Conclusion

Students need to become "AI-fluent" professionals who can leverage AI tools strategically while maintaining human judgment, creativity, and ethical reasoning.


**Point 1**

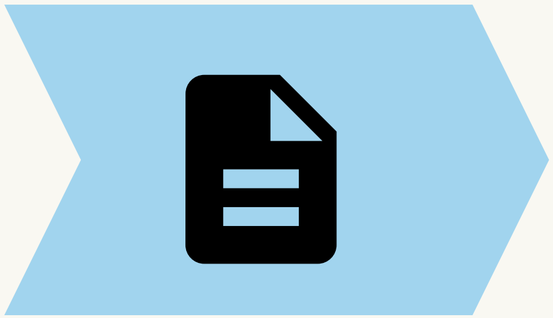
Loyola students want guidance, not restrictions.

**Point 2**

Thoughtful integration serves students better than avoidance.

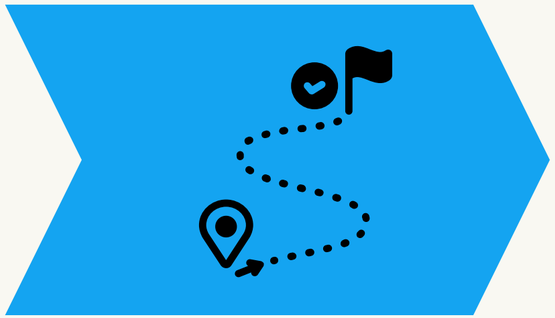
# Suggested Next Steps

start small



Develop a clear AI policy that aligns with your learning goal(s).

Try AI on one of your assignments before introducing it to students.



Choose one low-stakes application. Select a manageable starting point to build confidence.

Plan for reflection. How will you assess student learning and your teaching practice?

# Helpful Resources

**Bowen, J. A. & Watson, CE. (2024)** ***Teaching with AI: A Practical Guide to New Era of Human Learning.*** **Johns Hopkins University Press.** *This is a popular book that covers all the basics and focuses on higher ed teaching.*

**LND Library. Research Guide: Artificial Intelligence.** *This page provides a wealth of info about tools and research methods for faculty and students. It is frequently updated and the librarians are eager to work with you on this topic.*

**Reibe, N., Zhang, Q., O'Neill, P. Kennedy, E. King, E. & Keane, K."Generative AI and the Ignatian Pedagogical Paradigm.** ***Jesuit Higher Education: A Journal*****, Fall 2025 (forthcoming).** *This reports on the study we did which was covered in the first part of the presentation. You can access a draft copy from the QR code on the next slide*

# RESOURCES *from* AI DIGITAL TEACHING FELLOWS