Module 2 Activity: Exploring GenAI Capabilities

Start Assignment

- Due No Due Date
- Points 0
- Submitting a text entry box, a website url, a media recording, or a file upload

🛠️ Exploring GenAI Capabilities: A Comparative Analysis

Complete the activity below to practice your application of the concepts in Module 1.

Step 1: Choose your tool.

🤖

Select any generative AI tool that allows you to attach files to a prompt (paid or unpaid options are acceptable).

Step 2: Choose your analytical question.

❓

Formulate a significant analytical question specific to your course content and ask it to the AI tool WITHOUT attaching any source materials.

Examples of course-specific analytical questions:

- First-Year Legal Writing: "How do effective legal briefs balance persuasive storytelling with precedent-based argumentation?"

- Asian Studies: "How did the cultural and economic policies of the Meiji Restoration transform Japan's relationship with Western powers?"

- Psychology 101: "How do different attachment styles in early childhood influence adult relationship patterns?"

Step 3: Ask your question.

⌨

Type your question into your chosen tool. Examine the AI's output. As the expert, do you agree with the content? Would you provide it to your students?

Step 4: Ask the same question with attachments.

📎

Ask the AI tool the SAME course-specific question. This time, attach relevant course materials (e.g., slide deck, PDF readings) that support your specific expert-level understanding of your broad analytical question.

Step 5: Reflect.

🧠

Type or record your informal reflections on the following:

- How did adding source materials change what the AI told you?

- What activity could you create in your classroom to show students this same effect? How would this help them understand AI better?

- Did this exercise change how you think about what AI can do? Did it make you rethink any of your current assignments?

Step 6: Submit your Reflection.

☑

If you are completing this course for a certificate, submit a file containing your reflection by

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- Your reflection can be submitted as a PDF file, a Word document, a video recording, or an audio recording.

For this activity to be credited toward your certificate of completion, your submission must be *at least 500 words or 2 minutes in length.*

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Module 2 Alternate Activity

Start Assignment

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⇅ Alternate Activity

Do you strongly disagree with any of the ideas laid out in this module? Write 500 words detailing your opinion and receive a certificate of completion. Submit a file containing your reflection by clicking '**Start Assignment'** in the upper right hand corner of this page.

⚠️

Note: To receive credit towards the module certificate, you must specifically reference at least three of the module's major themes and support your position using 1-2 outside sources.

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Module 3 Activity #1 - Try out your assignment with AI

Start Assignment

- Due No Due Date
- Points 0
- Submitting a text entry box, a website url, a media recording, or a file upload

⚒ Try out your assignment with AI

Complete the activity below to practice your application of the concepts in Module 2.

Purpose

The purpose of this assignment is to help you understand how students might realistically use AI in your course, especially in ways that are difficult to detect. By exploring this from a student's perspective, you'll be better positioned to redesign assignments, communicate expectations clearly, and protect learning outcomes.

You will:

- Apply the last module's best practices for AI prompting.
- Reflect on your course's vulnerability to sophisticated AI use.
- Consider implications for equity, engagement, and assessment integrity.

Step 1: Select a course assignment

🖑

Select a course assignment that you currently give to students. Choose one that seems resistant to AI use (e.g., a multi-stage project, fieldwork analysis, discipline-specific task) rather than a simple summary or essay.

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Head to your preferred AI tool. Gather and attach all the materials a student would realistically use to accomplish your chosen assignment using AI:

📎 Copy the assignment instructions exactly as they appear in your course.
📎 Include any relevant materials available to students (e.g., lecture slides, rubrics, textbook PDFs if accessible, etc.).
📎 Optionally, upload your own writing samples and ask the AI to mimic your style.

Step 3: Attempt to complete the assignment using AI.

⌨️

📍 Use one or more AI tools to generate a response based on the assignment and materials.
📍 When possible, ask the AI to revise the result to match the writing level of a 17-year-old college student, including appropriate grammar and tone errors.

Step 4: Grade the AI's work

👩‍🏫

Grade the AI's work using your usual rubric or grading approach. Note how you would have scored the work—and whether you would have flagged it.

Step 5: Reflect.

🧠

- **Reflect on the results.** Type or record an informal reflection that addresses the following:

  ✏️ What surprised you most about how effectively AI completed your assignment?

  ✏️ Were there any parts that the AI struggled with—or completed too easily?
  ✏️ How might students with different levels of time, access, or confidence experience this assignment differently if they used AI?

  For this activity to be credited toward your credential completion, your submission must be **at least 500 words or 2 minutes in length.**

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- If you are completing this course for a certificate, submit a file containing your reflection by clicking **'Start Assignment'** in the upper right hand corner of this page.

- Your reflection can be submitted as a PDF file, a Word document, a video recording, or an audio recording.

For this activity to be credited toward your certificate of completion, your submission must be at least 500 words or 2 minutes in length.

To complete this module, and earn the course credential, please complete two out of three of the assignments included in the module.

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Module 3 Activity #2 - Create an AI in the Classroom Action Plan

Start Assignment

- Due No Due Date
- Points 0
- Submitting a text entry box, a website url, a media recording, or a file upload

⚒ Create an AI in the Classroom Action Plan

Complete the activity below to practice your application of the concepts in Module 2.

Purpose

The purpose of this assignment is to help you develop a clear, proactive plan for addressing AI use in your course. By thinking through what you'll do *before*, *during*, and *after* instances of AI use or misuse, you'll be better prepared to guide students, protect learning, and maintain trust.

Step 1: Complete the AI Action Plan Worksheet

✎

- **AI Action plan_Editable.pdf (https://canvas.suffolk.edu/courses/15682/files/3028178?wrap=1)** ⬇ **(https://canvas.suffolk.edu/courses/15682/files/3028178/download?download_frd=1)**
- **(https://canvas.suffolk.edu/courses/15682/files/3028178?wrap=1)** Download the above editable PDF to your computer.
- Open it in Adobe Acrobat or another PDF editor, type directly into the fields, and save your changes.
- You may also print it, fill it out by hand, and scan it.

A complete and thoughtful worksheet will:

- Respond meaningfully to each section (Before, During, and After).
- Identify at least one actionable idea or resource for each stage.
- Reflect your own course context and student needs.

Step 2: Submit the completed worksheet as a PDF.

☑

- If you are completing this course for a certificate, submit a file containing your reflection by clicking '**Start Assignment**' in the upper right hand corner of this page.

To complete this module, and earn the course credential, please complete two out of three of the assignments included in the module.

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☑ AI ACTION PLAN

Use this space to brainstorm how you will address AI in your classroom. Consider three stages: **Before:** How will you set the tone and expectations at the start of the course? **During:** How will you guide students' use of AI throughout your assignments? **After:** How will you respond if AI is misused?

BEFORE	DURING	AFTER
How can your syllabus and early class time support your AI policy?	*How will you introduce assignments in light of their potential for AI use?*	*How will you address students you believe may be overly reliant on AI?*

✓ AI ACTION PLAN: *RESOURCES*

BEFORE

What resources can you either share with students or review yourself to support your plan?

DURING

What resources can support your assignment design, or your students' understanding of AI use in a particular assignment?

AFTER

What individuals, departments, or resources may you want to have on hand as you address possible AI misuse?

Module 3 Alternate Activity

Start Assignment

- Due No Due Date
- Points 0
- Submitting a text entry box, a website url, a media recording, or a file upload

↩ Alternate Activity

Do you strongly disagree with any of the ideas laid out in this module? Write 500 words detailing your opinion and receive a certificate of completion. Submit a file containing your reflection by clicking '**Start Assignment'** in the upper right hand corner of this page.

⚠️

Note: To receive credit towards the module certificate, you must specifically reference at least three of the module's major themes and support your position using 1-2 outside sources.

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Module 4 Activity #1 - Re(Design) an Assignment

Start Assignment

- Due No Due Date
- Points 0
- Submitting a text entry box, a website url, a media recording, or a file upload

✨ (Re)Design an Assignment

Complete the activity below to practice your application of the concepts in Module 3.

Purpose

The purpose of this assignment is to help you break down the process of reimagining an assignment with a focus on learning objective alignment and creative application of AI. .

Step 1: Complete the Workbook

✏️

- **AI-Incorporated Assignment Redesign Workbook (https://canvas.suffolk.edu/courses/15682/files/3195987?wrap=1)** ⬇ **(https://canvas.suffolk.edu/courses/15682/files/3195987/download?download_frd=1)**
- **(https://canvas.suffolk.edu/courses/15682/files/3028178?wrap=1)** Download the above editable PDF to your computer.
  - *You will need to Download the file, rather than opening it in this window, to access all features!*
- Open it in Adobe Acrobat or another PDF editor, type directly into the fields, and save your changes.
- You may also print it, fill it out by hand, and scan it.

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○ Finalize at least one assignment for student distribution.

Step 2: Submit your materials.

☑

- If you are completing this course for a certificate, submit the following:
    - Your original assignment details. This can be a simple description, or any text you used to assign the work to your student. If you are creating a new assignment, you may skip this step.
    - The completed workbook.
    - The text you intend to use to assign your new, completed project.

- Click '**Start Assignment**' in the upper right hand corner of this page to submit as many files you need show your original assignment, the workbook, and your new assignment text.

Reminder: To complete this module, and earn the course credential, please complete two out of three of the assignments included in the module.

AI-INCORPORATED
ASSIGNMENT (RE)DESIGN

Setting the scene: You've established that an assignment in your course could be enhanced by integrating AI requirements. You're ready to move past 'AI-proofing' your assignment from cheating, and to focus instead on how to require that students experiment with this pivotal tool. But where to begin? ***Dive into the questions below to start brainstorming.***

1 Briefly describe your assignment in your own words. How would you describe it to a friend?

2 What are the specific goals of this assignment? Use your own words.

3 Has AI impacted the necessity of these goals? Rewrite them if so.

4 Break down the assignment into steps: What do the students have to do?

1)

2)

3)

4)

5)

PAUSE & EXPLORE

Enhancing Learning with AI

Copy and paste the assignment steps below. How could students use AI to accomplish them? Try to think of every possible idea. There's no idea too small!

5

| Assignment Steps	AI uses
1)	
2)	
3)	
4)	
5)	

6 Review the table above. Highlight the 1-2 AI applications that **best support your goals**

7 Use the space below to brainstorm all resources and skills you and your students will need to execute the 1-2 highlighted AI-incorporated steps from Step 6.

Resources & skills **my students** will need	Resources & skills **I** will need

PAUSE & EXPLORE

Student Resources
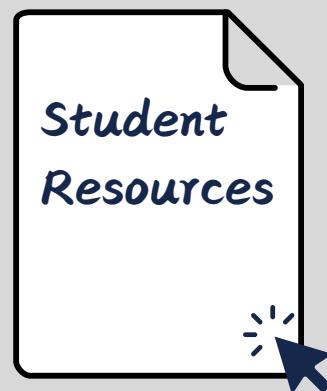
8 Reflect: Given the resources above, **can I realistically implement the redesign of my chosen steps**? If **no**, consider
1) Creating a longer term plan to implement that change in the coming semesters
2) Focusing on a different, more accessible step from Step 5 of this worksheet

If yes, let's keep moving!

There are many ways for students to 'show their work' when using AI to accomplish an assignment. Collecting this portion of your student's assignment work is an important step to understanding:

1) what is and is not working in the assignment design,
2) where your incoming students may lack certain kinds of AI literacy, and
3) instilling good habits around intentional and strategic AI use.

9 View the options below. Select the ones you may use for this assignment.

|	
	Students will share their chat transcript with whichever GenAI tool they used.
	Students will share an annotated copy of their transcript with notes on why they made certain prompting decisions.
	Students will complete an AI strategy report like the one modeled **here**.
	Students will present their AI strategy live or in an recorded video. The video can then be posted to a discussion in Canvas.
	Students will share the version history of any written documents that were edited by AI. I will determine a clean way for them to tell me what was changed between each version and way. (Comments on the documents, closing reflective paragraphs at the end of each version, etc)

10 Strong grades in the first run of the assignment are one indicator - but **what other observable behaviors in your students will tell you if the assignment has accomplished your goals from Step 2/3**?

11 The ingredients of our re-designed assignment are coming into focus. Let's take a moment now to combine all of these elements into our most powerful tool yet:

THE RUBRIC

Use the pathways below to select your next step.

I do not need to change my pre-existing rubric	I need to build a new rubric	I just need to add one category to account for step 9 (Proof of AI Strategy).
⬇	⬇	⬇
Skip down to Step 13	Use Steps 3 and 10 to sketch out your criterion and ratings on the next page.	Great! Draft the new Criterion on the next page. Add it to your rubric in Canvas.
	⬇	⬇

PAUSE & EXPLORE

Example Rubrics
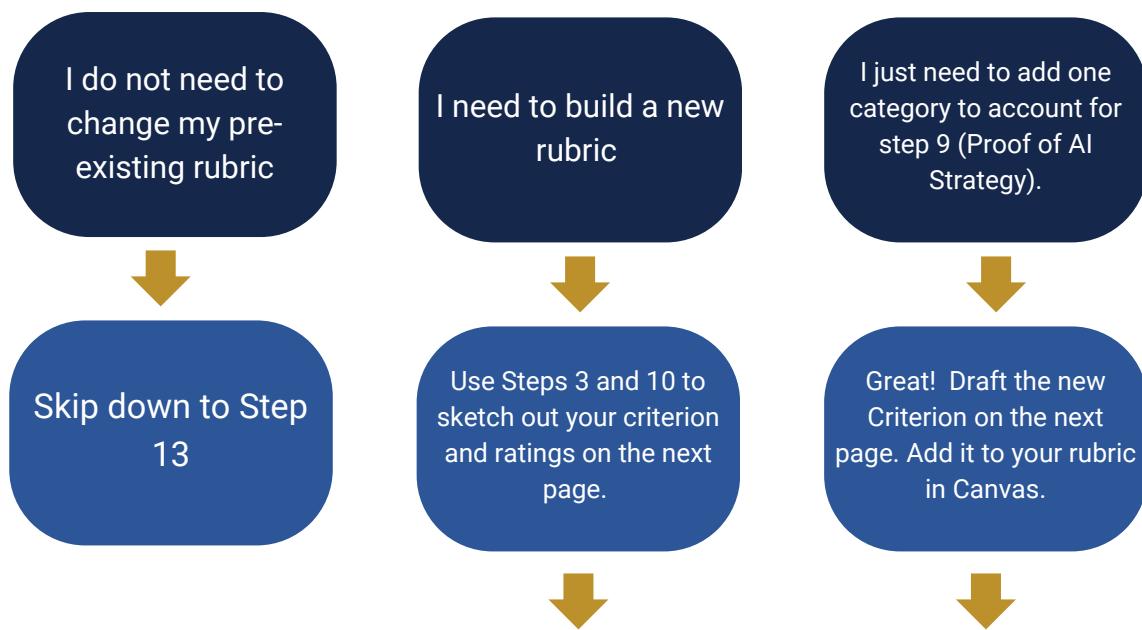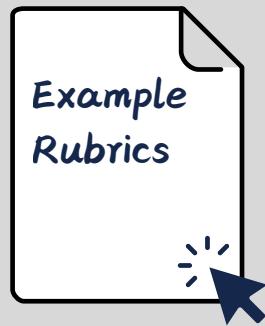
Note: If you'd like to learn more about creating rubrics in Canvas, click **here**.

CRITERIA	RATING:	RATING:	RATING:	POINTS

13 Finally, consider making a plan to receive feedback on your new design. Select possible ideas below, or add a few of your own.

	I will ask a colleague for their thoughts on my assignment.
	I will ask my student worker for their thoughts on my assignment.
	I will ask to 'borrow' an hour of time from a colleague's student worker.
	I will request a consultation with the Center for Teaching and Scholarly Excellence by emailing ctse@suffolk.edu.
	I will input the following ingredients into a GenAI tool to generate the assignment itself and evaluate its efficacy: 1) This completed PDF 2) The Transparency in Learning and Teaching project (TILT)'s checklist for transparent assignment design. [Linked **here**] 3) The following prompt: *I am redesigning an assignment for my [Subject taught and Student Level] students. I want students to use AI intentionally to enhance their learning. Please review the materials I have attached and give me feedback on how well the assignment:* • *Encourages critical thinking* • *Promotes ethical and transparent AI use* • *Aligns with my original learning objectives* • *Follows the Transparency in Learning and Teaching (TILT) guidelines (attached)* *After reviewing all of my materials, please suggest concrete ways I can improve the assignment to make it more effective and inclusive. Please be critical.*

Module 4 Activity #2 - Design an Activity

Start Assignment

- Due No Due Date
- Points 0
- Submitting a text entry box, a website url, a media recording, or a file upload

⚒ Design an Activity

Complete the activity below to practice your application of the concepts in Module 3.

Purpose

The purpose of this activity is to create your own in class activity, similar to the ones outlined in this module's examples and case studies. You will apply the concepts of this module by creating a learning experience that models effective use of AI while encouraging students to critically engage with it's outputs.

Step 1: Create your activity.

🖌

- Identify a moment in your course where you would like to use class time to use AI in a structured, intentional manner. Here are some examples:

  Help students discern the short comings of AI by instructing them to ask it critical course-related questions, and identify any shortcomings in the AIs response.

  Instruct students to submit their already completed homework to an AI during class for further refinement. What new ideas does the AI introduce? Does it expose any errors?

Step 2: Write your in-class activity description

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- What is the purpose of this activity? Why do you do it at this time?
- What materials do you need to complete it?
- How much time does it take?
- What are the steps?

Criteria for Success

A complete submission will:

- Answer each of the questions above.
- Apply this modules' learnings to create an assignment that enhances learning, rather than replace it.

Step 3: Submit Step 2 as a PDF.

☑

- If you are completing this course for a certificate, submit a file containing your assignment description by clicking **'Start Assignment'** in the upper right hand corner of this page.

Reminder: To complete this module, and earn the course credential, please complete two out of three of the assignments included in the module.

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Module 4 Activity #3 - Develop a Resource

Start Assignment

- Due No Due Date
- Points 0
- Submitting a text entry box, a website url, a media recording, or a file upload

� Develop a Resource

Complete the activity below to practice your application of the concepts in Module 3.

Purpose

The purpose of this assignment is to apply the learnings of all three modules to develop the resource you would most like see around addressing AI in the classroom. By transferring your knowledge to the most applicable context for you and your colleagues, you will reinforce your own learning while expanding this critical conversation in your community.

Step 1: Create your Resource

✎

- To begin, ask yourself what resource you wish you had access to at the beginning of your 'Teaching with AI' journey. Was there a webpage, infographic, resource list, or explainer video you would've appreciated? Now that you have completed this course's content - what can you create to support your colleagues just starting out?

- Once you've brainstormed your ideas set about creating one of them.

  Note: This culminating activity is intentionally vague. Feel free to customize what you create to your unique disciplinary environment. This is your opportunity to contribute your specialized input and unique perspective into an enormous and ongoing discussion.

  ## Criteria for Success

  A complete resource will:

  - Clearly define and identify a need involving teaching with AI.
  - Address that need with an immediately applicable resource.
  - Avoid reinforcing common myths surrounding AI (AI detection software is reliable, etc.)
  - Apply one or more of the concepts covered in this course.

Step 2: Submit the completed resource..

☑

- If you are completing this course for a certificate, submit a file containing your resource by clicking **'Start Assignment'** in the upper right hand corner of this page.

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three of the assignments included in the module.

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