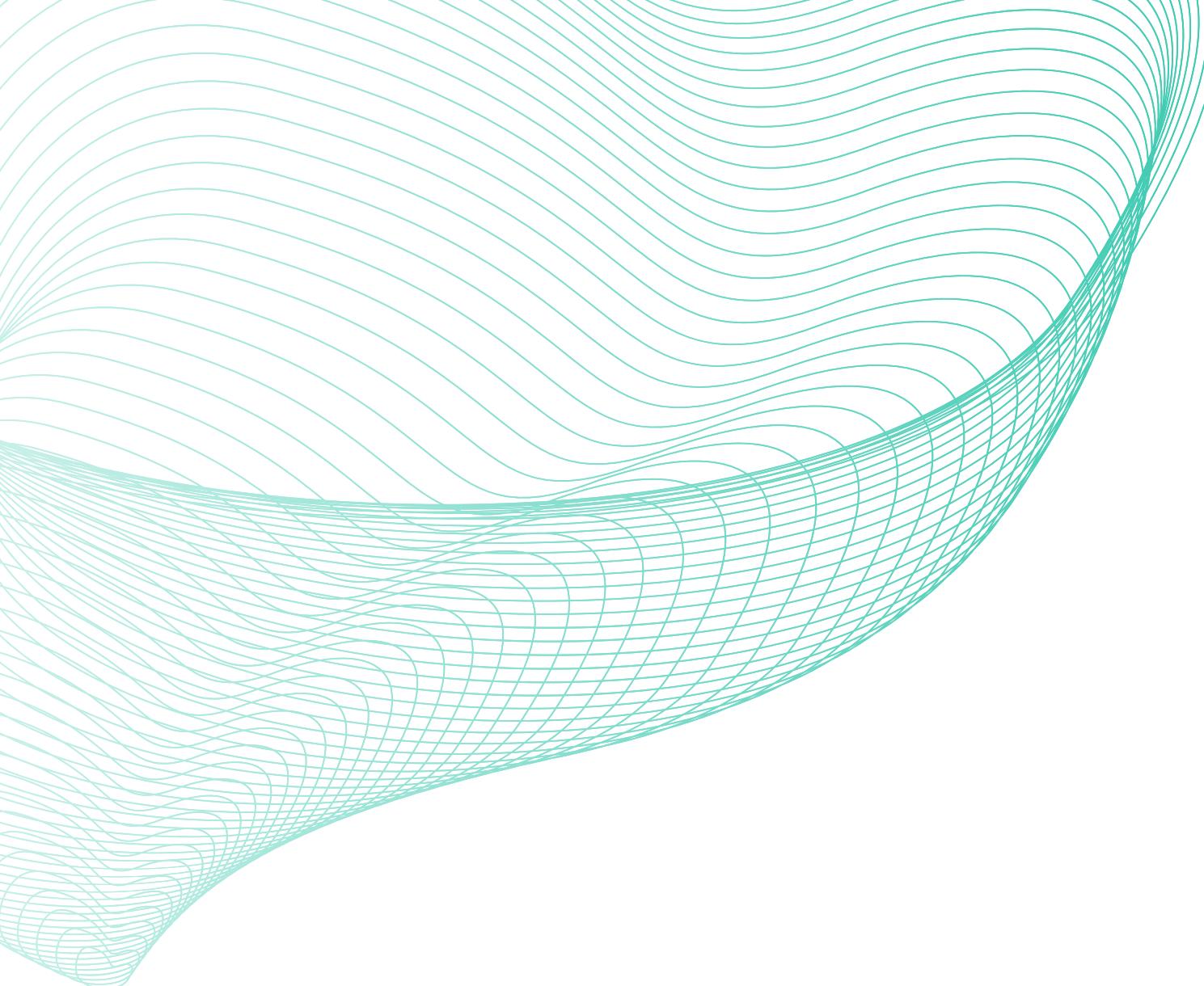


# FROM HYPE TO HABIT: AI-INCORPORATED ASSIGNMENT DESIGN

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SUFFOLK UNIVERSITY  
Center for Teaching & Scholarly Excellence



# Goals for this session:

**Suggest characteristics of  
effective AI-incorporated  
assignments**

***Generate new ideas for  
your assignment design***

***Share and develop  
ideas with one another***

# Agenda

10:00

Agenda & Goals

10:05

Effective AI-incorporated assignment design

10:25

Workshop an Assignment

10:40

Discussion

10:55

Next Steps

# Using the session Handout

## RELATED RESOURCE

### From Hype to Habit: AI-incorporated Assignment Design Session Handout

Link to slide deck

Session Agenda and Related Resources:

#### Effective AI-incorporated assignment design

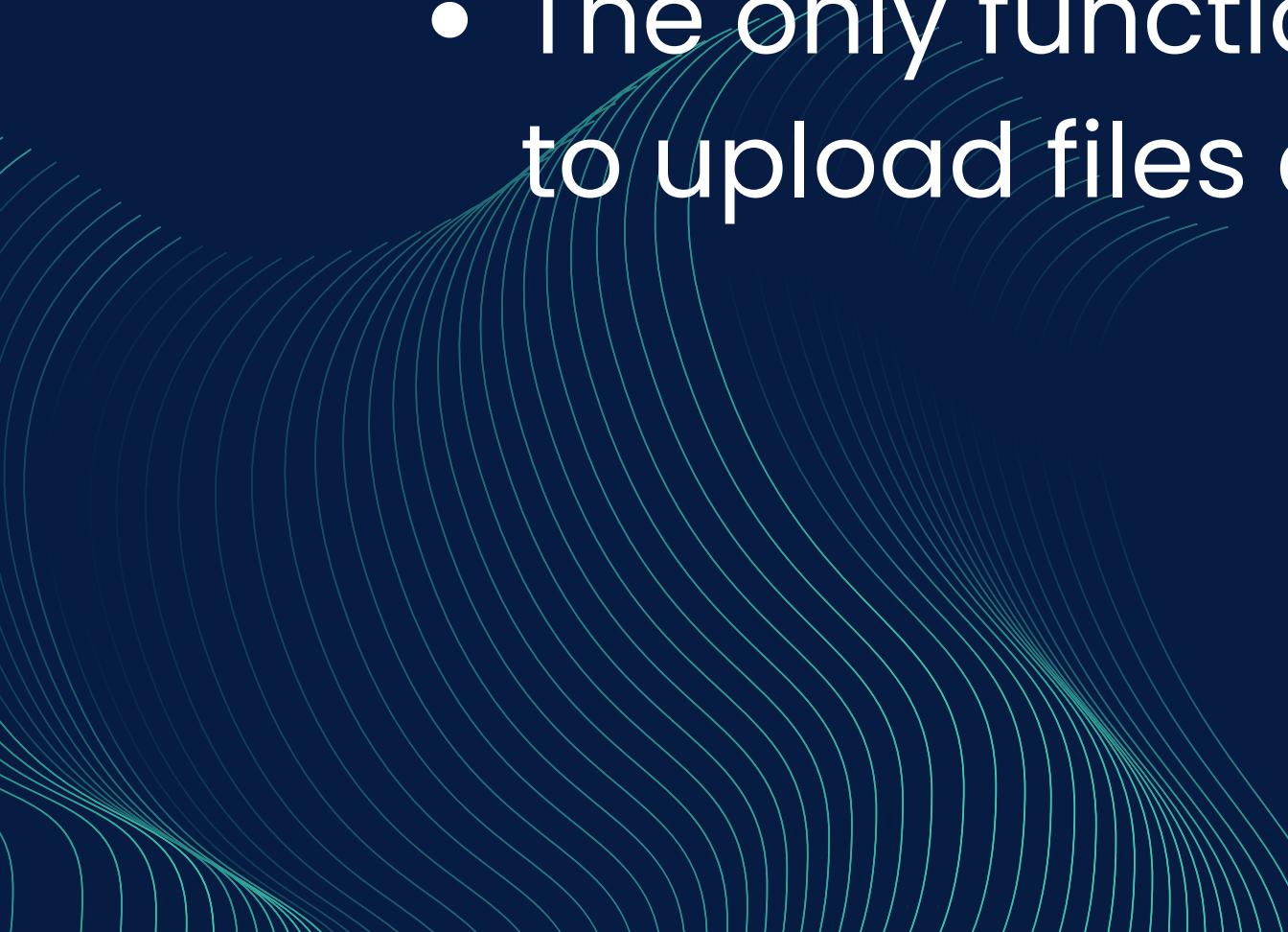
- Related Resource: ["Where AI really shines"](#)
- Related Resource: ["Examples of AI-inc Assignments"](#)
- Related Resource: ["Student Resources"](#)

#### Workshop an Assignment

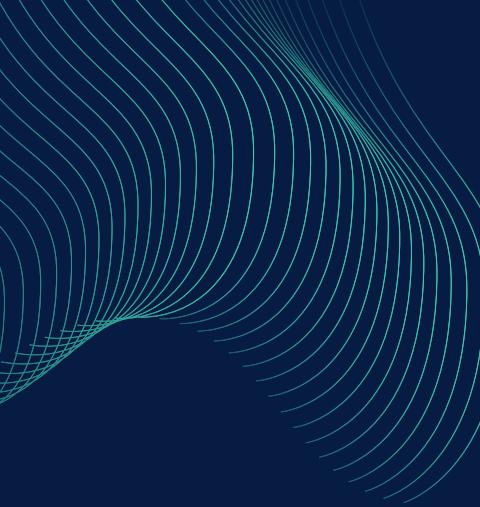
- Related Resource: ["Workbook: AI-inc Assignment Design"](#)

# Housekeeping

- This session will refer to all LLMs under one umbrella term: **“GenAI tools”**
  - This refers to ChatGPT, Gemini, Claude, etc.
- The only function you will see repeatedly is the ability to upload files alongside a prompt.



Email [ctse@suffolk.edu](mailto:ctse@suffolk.edu)  
to schedule a  
consultation



# 4 (*proposed*) ELEMENTS of effective AI-inc Assignments

Effective AI-incorporated  
assignment design...

1

**Moves students  
towards the  
best use cases.**



Effective AI-incorporated  
assignment design...

1

## Moves students towards the best use cases.

### Examples

- Claudia uploads her paper on climate change to an AI tool to **brainstorm** counterarguments. The tool helps her strengthen her argument with new perspectives.
- Jamal uses AI to **refine** his urban development proposal for policymakers, receiving suggestions to improve clarity and identify points of confusion.
- Emily's group has already defined their project goals for the semester. They upload that document to AI, along with their availability to help them **plan** a reasonable timeline.

Effective AI-incorporated  
assignment design...

2

Creates  
opportunities for  
critical thinking.

## Examples

- As a graduate student, Amina is already familiar with her field. She must use AI to identify new research sources, but it's up to her to **analyze** their **relevance**, **timeliness**, and **reliability**.
- Fahad, halfway through his forensic accounting class, must use AI for a second opinion on financial audit data. He is instructed, however, to **prioritize** and **assess the significance** of anomalies himself based on the assignment's **context**.

2

## Creates opportunities for critical thinking.

### Examples

- Laila is completing an assignment that requires her to input fictional patient data into an AI for diagnostic recommendations. But will she **critically assess** the misleading data her professor has provided? Or will she **accept the AI's shallow diagnosis?**
- John is using an AI to develop an outline for his final presentation. But will he notice that the AI's suggestions **don't meet project requirements**? Or that the tone suggested is **not appropriate** for an **audience** and **context** that only he knows?

Effective AI-incorporated  
assignment design...

2

**Creates  
opportunities for  
critical thinking**

**...and then provides  
feedback  
accordingly.**

3

Creates a safe  
space for  
experimentation.

### Example

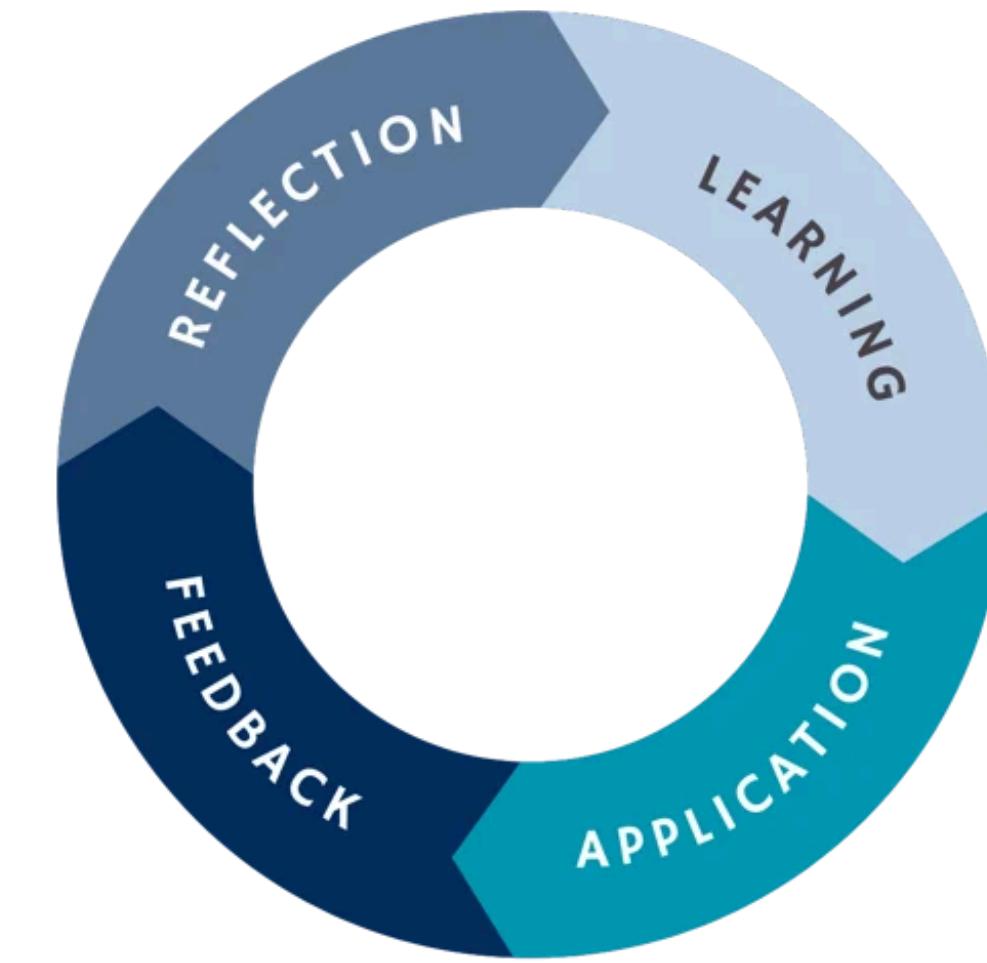
- Isabel has **never used AI**, but her friends use it all the time to cheat on their homework. This makes Isabel **uncomfortable**. She **cannot afford** to lose her scholarship. She's never been to one of the sites her friends have bookmarked. The risk is too great.
- *Some years later, Isabel lands her first job out of college as an assistant. It's 2028 and all of the other assistants have doubled their workload through efficient use of AI. Isabel only lasts a few months.*

Effective AI-incorporated assignment design...

4

Leverages the technology to enhance the feedback loop.

**“Effective feedback can tell students what they are or are not understanding, where their performance is going well or poorly, and how they should direct their subsequent efforts...”**



**“...Unfortunately, the biggest constraint in providing sufficient practice and feedback to students is the time it takes — both on the part of students and faculty” (Lovett et al., 2010).**

Effective AI-incorporated  
assignment design...

4

## Leverages the technology to enhance the feedback loop.

### Example

- Josh uses AI to review his essay draft, receiving real-time feedback on clarity and structure, which he can then revise before submission.
  - By the time he turns in his first official draft, Josh is past basic structure issues. His professor can focus on strengthening his argument.

Effective AI-incorporated assignment design...

4

**Leverages the technology to enhance the feedback loop.**

**See examples**

- **“Research Methods in Psychology:** Refining Hypotheses and Experimental Designs”
- **“Environmental Studies:** Sustainable Energy Planning”
- **“Constitutional Law:** Crafting Legal Arguments”
- **“Advanced Machine Learning:** Predictive Modeling with Synthetic and Real-World Climate Data”

**RELATED RESOURCE**  
*“Examples of AI-inc Assignments”*

## RELATED RESOURCE

*“Student Resources”*

## RELATED RESOURCE

*“Example rubrics”*

## RELATED RESOURCE

*“Examples of AI-inc assignments”*

Resources + **Prompt** + Directions + Rubric =

Effective AI-incorporated assignment design

# Workshop time!

15 minutes

## RELATED

### RESOURCE

*"Workbook: AI-inc  
Assignment Design"*

1. Open "Workbook: AI-Inc Assignment Design" in the Google Drive.
2. Click Download  in the upper right-hand corner.
3. Open the downloaded .pdf and edit the document directly.
4. When you are done, click 'Download' again and select "With your changes"
5. Save to your device.

**Goal 1:**  
*Identify and describe an assignment*

Steps 1-4

**Goal 2:**  
*Identify where AI can play a role in that assignment*

Steps 5 & 6

**When we return:**  
*Discuss Steps 5 & 6*

**Stay in the  
main room**



**Go to the  
breakout room**

**Break out rooms: Choose your own adventure**

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# Discussion

- What opportunities have you discovered?  
How might AI-inc assignments improve  
your class?

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# Discussion

- What obstacles could you encounter?  
How will you address them?

*Does the group have any recommendations?*

# Discussion

- Describe your assignment
- Which steps did you choose to update?
- How?

*Does the group have any recommendations?*

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# Discussion

- How would you advocate for AI-incorporated assignments to a colleague?

## Next steps:

- Complete the workbook
- Email [ctse@suffolk.edu](mailto:ctse@suffolk.edu) to schedule a consultation

## Next steps:



### Exit ticket:

What are your next steps? Put them in the chat.

## References

Bowen, J. A., & Watson, C. E. (2024). *Teaching with AI: A practical guide to a new era of human learning*. Johns Hopkins University Press.

Lovett, M., Mayer, R. E., Bridges, M. W., DiPietro, M., Ambrose, S. A., & Norman, M. K. (2023). *How learning works: 8 research-based principles for smart teaching* (2nd ed.). John Wiley & Sons, Inc.

Mollick, E. (2024). *Co-intelligence: Living and working with AI*. Portfolio/Penguin.

Mollick, E. R., & Mollick, L. (2023). *Assigning AI: Seven approaches for students, with prompts*. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.4475995>

What is a learning loop? the ultimate guide. What is a learning loop? The ultimate guide. (n.d.). <https://www.hubkengroup.com/resources/what-is-a-learning-loop>