

ON-RAMP TO AI

GETTING STARTED WITH AI IN THE CLASSROOM

By the members of the 23/25 Digital Teaching Faculty Fellows Cohort

Loyola University Maryland

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As educators at a Jesuit university, we at Loyola University Maryland are called to guide our students in thoughtful, ethical engagement with emerging technologies. Integrating artificial intelligence (AI) into academic curricula is essential. Students increasingly anticipate its inclusion, and evidence suggests that deliberate incorporation by faculty enhances student engagement. Loyola faculty hold a wide variety of perspectives on the use of AI in higher ed, ranging from an enthusiastic embrace to reservations and apprehensions.



This guidance is tailored for faculty new to the incorporation of generative AI into teaching and learning. It focuses on four key areas that should be addressed when considering the use of A.I. in the classroom: 1) **crafting an AI policy**, 2) **designing effective chatbot prompts**, 3) **creating meaningful assignments**, and 4) **assessing student learning**.

These suggested approaches and resources are based on the experience of the 2023-2025 Digital Teaching Faculty Fellows cohort, which studied, explored and experimented with generative AI in our classrooms. We recommend that you also first set aside time to explore an AI tool, such as Claude, ChatGPT, or Copilot. Submit an assignment from your course. See what happens when you ask it to draft a quiz, develop a rubric, or summarize a scholarly article. *What surprised you? What frustrations emerged? What potential applications became apparent?* This firsthand experience provides helpful context for everything that follows.

I. CRAFTING AN AI POLICY



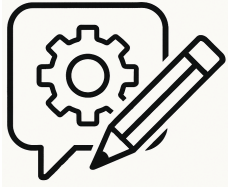
- Emphasize transparency, clarity, and alignment with Loyola's values and specific course or assignment objectives.
- Articulate not just what is permitted or prohibited, but *why*.
- Connect policy to learning goals, effectiveness, and ethical considerations.

Sample Syllabus Language:

| | |
|----------------------------|--|
| Permissive | <i>"In this graduate seminar, you are encouraged to use AI tools such as ChatGPT for brainstorming, drafting, and editing. However, you must document how and when AI was used and reflect on its impact on your learning process. Cite AI-generated content as you would any external source."</i> |
| Restrictive | <i>"Unless explicitly stated, the use of generative AI tools (e.g., ChatGPT, Claude) is not permitted for assignments in this undergraduate course. Unauthorized use will be treated as a breach of academic integrity and a violation of the Honor Code."</i> |
| Balanced | <p><i>"AI tools may be used for idea generation and preliminary research, but all final submissions must be your own work. Clearly indicate any sections where AI contributed and be prepared to discuss your process."</i></p> <p><i>"Students must disclose AI's roles (e.g., copy editing using the prompt "check grammar") if using AI for assignments. If students include material generated by an AI program, it should be cited like any other reference material. If AI is explicitly prohibited in an assignment, the use of AI (e.g., ChatGPT, Caktus, Claude, Copilot, or other generative AI tools) for this assignment will violate the Honor Code."</i></p> |
| Assignment Specific | <p><u>Analyzing Articles Using Claude.ai</u></p> <p>Claude.ai is an AI tool that can help you understand complex articles. You will be asked specifically to analyze one or two articles in each Module. These articles are generally complex (i.e. academic) or long. For those articles, you will post a summary of the article using Claude.Ai (or another chatbot like ChatGPT as well as a short paragraph in your own words about what was your main takeaway from the article i.e. was the most important thing you learned. Put your comment in the post section of the discussion board and attach the AI summary.</p> |

Tip: Add a **brief rationale for your policy** in the syllabus, e.g., *"This policy is designed to help you develop digital literacy and independent critical thinking skills."* or *"AI is a tool to augment human intelligence, not to replace human discernment and decision-making. While AI offers immense potential, it is essential to know when and how to use it. This class encourages students to explore the opportunities presented by AI while being mindful of the potential risks."*

II. DESIGNING EFFECTIVE CHATBOT PROMPTS



AI chatbots are more than just advanced search engines. They can help you gather deeper, more focused information by engaging in a series of questions rather than a single query. They remember earlier queries and can simulate conversations. Faculty can use AI as a tool to create course material or to assist their work in other ways, and they should help guide students in creating effective prompts.

To get the best results, start your prompt by specifying your role (e.g., “I am a professor of international relations”), describing your assignment, and clearly stating what information you need. For instance, you might say: “I am a professor of international relations and want to develop an assignment that will allow me to assess my students’ understanding of this week’s readings on structural conflict theory while also developing their AI literacy and critical thinking skills.”

The chatbot might suggest you ask students to prompt AI to generate a case study of a conflict shaped by structural inequalities (like economic disparity or ethnic marginalization) and identify the underlying power imbalances and social structures at play. Students could also use AI to simulate negotiations between stakeholders, exploring how different groups might advocate for their interests and propose reforms (an experiential in-class activity). Finally, students could use AI to find and visualize relevant data (e.g., economic or demographic statistics), and reflect on both the insights and limitations of using AI for this type of analysis. This approach helps students apply theory to real-world cases, practice critical thinking, and develop digital literacy skills.

It’s important to note that different AI chatbots handle sources differently. When choosing a chatbot, consider whether you need verifiable sources for your work or are seeking more general or creative assistance.

AI Prompt Tips:

- **Specify output:** “Create a . . .” then insert document type. **Examples:** “Create a TikTok video script about classroom management using the side eye trend.” “Write a list of blog titles for a post about identifying bias in the curriculum.” “Tell me about why climate change is important from the point of view of a middle schooler.”
- **Start with context:** “Act as a [role]...” **Example:** “Act as an experienced social media manager and create a series of 10 posts about growth mindset for teachers.” “Act as a Jesuit educator and draft a reflection on the ethical use of AI in higher education.”
- **Set parameters:** “In 300 words, using a formal tone...”

- **Request reflection:** “After generating, explain how you would verify this information.” “After generating a draft, what questions should I ask to deepen my analysis?”
- **Provide examples of the expected outcome.** Like humans, AI often understands examples better than abstract instructions. For instance, instead of saying “Format the references in Journal of Marketing style,” include a concrete example: Doe, John (2025), “The Value of Business Models,” Journal of Marketing, 23(12), 12–19.

SAMPLE STUDENT PROMPT

“I am a graduate student in a program about Emerging Media. I have been asked to write a 750 word essay that argues that on balance, social media has harmed people's self esteem. To help me sharpen my argument, I want you to write a 500 word essay that argues that, on balance, social media has enhanced people's self esteem. I would also like you to suggest four follow up questions about the idea that social media enhances self esteem, so I can develop a more nuanced argument.”

Here are the follow up questions ChatGPT suggested.

How do online communities help users develop a stronger sense of identity and belonging, particularly for those who feel marginalized or isolated offline?

This question invites analysis of support networks and the psychological benefits of belonging.

In what ways does the ability to share personal accomplishments, creativity, and opinions on social media contribute to users' confidence and self-worth?

This encourages reflection on self-expression and public validation as esteem-building tools.

How does seeing positive representation of diverse identities on social media platforms influence users' self-acceptance and body image?

This question helps investigate the empowering impact of visibility and representation.

What role do likes, shares, and supportive comments play in reinforcing a sense of achievement or value in everyday life?

This prompts an examination of feedback loops and how positive reinforcement shapes self-perception.

III. CREATING MEANINGFUL ASSIGNMENTS



Assignments can be designed to either resist or enhance the use of AI in the classroom. **AI-resistant assignments** include in-class essays or oral presentations, which are difficult for AI to complete on a student's behalf. Assignments that require personal reflection, lived experience, or local context also make it challenging for AI to generate authentic responses. Similarly, projects that integrate course-specific readings or class discussions ensure that students engage directly with the unique content of the course.

On the other hand, **AI-enhanced assignments** leverage AI as a learning tool. For example, to build critical fact-checking skills, students can be tasked with verifying AI-generated content using credible sources. Additionally, to encourage metacognitive reflection, students might be asked to document and reflect on their use of AI throughout an assignment, including the prompts they used and the lessons they learned from the process.

Sample Assignments:

ONLINE DISCUSSION FORUM

Course: ET690: Critical Perspectives of Technology; grad level course)

Objective: Identify and analyze common AI applications in daily life, considering both their benefits and potential hidden impacts on behavior and decision-making.

Artificial intelligence is embedded in many everyday technologies, from virtual assistants to recommendation algorithms. These AI tools shape our decisions, interactions, and even preferences in subtle ways. This forum encourages you to critically examine the AI you encounter regularly and consider both its visible benefits and potential underlying influences on behavior.

Address the following in your **post**:

- 1. Identify:** Name a common AI application you encounter regularly (e.g., streaming recommendations, voice assistants, navigation apps).
- 2. Describe:** Explain how this AI application influences your behavior or decisions. Consider both the immediate benefits (e.g., convenience, time-saving) and any potential drawbacks or unintended consequences of relying on AI for this purpose (e.g., reinforcement of biases, loss of privacy, reduced decision-making agency).
- 3. Reflect:** Consider whether this AI application improves or complicates the way you interact with information, people, or activities. Reflect on how it may influence your behavior or habits over time.
- 4. Cite:** Include at least one resource from the course or independent exploration to support your claims.
- 5. Select two peers' posts** and provide thoughtful responses that expand the discussion.

Meta level: If you need help getting started or want to dive deeper, try chatting with a bot for ideas and insights. You can ask things like "What are ways AI shows up in daily life?" "Tell me more about how [specific tool] can impact behavior," or "Suggest resources related to AI and privacy." If you use a bot, remember to cite it in your post.

ARTICLE ANALYSIS

Read, reference, and analyze a recent article in a journal, newspaper, or magazine of your choice (e.g., *Businessweek*, *Marketing News*, *Wall Street Journal*, *Advertising Age*,

Journal of Marketing – for illustration only; not limited to these publications). The article should meet the following standards.

- It illustrates a marketing concept/framework (e.g., the 4Ps) in this class.
- It is interesting to you.
- It is recent.

In one or two paragraphs, summarize the article. If you choose, you can use an AI program (e.g., ChatGPT) to help with the summary – AI could do an excellent job for a first draft.

Following the article summary, identify and discuss one or two marketing concepts you have learned from our class. So, please be specific and in-depth. In your analysis, you will discuss how the selected article is an example of the marketing concepts you chose. In your write-up, underline your concepts (e.g., this article illustrates the concept of cause marketing). This analysis should be your own words, not AI's. Do not rehash or merely summarize the contents of the article.

Please include citations in the references section to indicate the article you read. The format of references should be consistent with the *Journal of Marketing* style. The style and examples are available in this link and in the syllabus.

Please disclose AI's roles, if any (e.g., summarizing the article using the prompt "summarize the following article").

MULTIPLE CHOICE QUIZ

ChatGPT makes it very easy to customize common and routine assignments. For example, if you have digital access to a textbook, it is very easy to load individual chapters into ChatGPT to create multiple choice quizzes. You can repeat the query repeatedly until you come up with the requisite number of questions that you feel are appropriate and useful.

REFLECTION

Using ChatGPT, it is easy to develop more specific instructions for journaling and then modify them according to your learning aims. Below are two variations of a journaling assignment in the course ME 601 Exploring Digital Culture. The prompt: "ME 601 Exploring Digital Culture is the introductory course for a Master's program in Emerging Media. In the class, students watch a TED Talk by Sherry Turkle called "Alone Together" arguing that social media interferes with our ability to hold face to face conversations. **Create a prompt for a journal entry** that helps students reflect more deeply about the relationship of social media use to face-to-face interaction."

Here is one of ChatGPT's suggestions.

After watching Sherry Turkle's TED Talk "*Alone Together*," reflect on the following: Turkle argues that digital communication—particularly through social media—has diminished our capacity for meaningful, face-to-face conversations. She suggests we are trading connection for mere communication, often prioritizing control and efficiency over emotional depth. **In your journal entry (approx. 400–600 words), respond to the following:**

Do you agree with Turkle's argument? Why or why not? Use specific examples from your own experience or observations to support your position.

How has social media shaped your habits or preferences around face-to-face conversation? Consider moments when you might have chosen texting, messaging, or posting instead of an in-person interaction—and why.

Do you think there are ways social media can actually *enhance* face-to-face interaction? If so, how?

Turkle emphasizes the value of solitude as a foundation for authentic connection. **How do you interpret the relationship between being alone, being present, and being with others in today's digital culture?**

IV. ASSESSING STUDENT LEARNING

Assessment is becoming more challenging as AI tools become common, making traditional written assignments less reliable measures of student learning. “AI detection tools” are unreliable and can produce false positives or negatives. Colleagues should be careful in relying on such tools. [How can educators respond to students presenting AI-generated content as their own? \(OpenAI\)](#)

To adapt, we can focus more on the process students use to complete their work, such as having them explain their steps or thought process. Diligent adherence to process can weigh as heavily on a grade as the final outcome. In some ways, this mimics the scientific method. An experiment is considered to have value if people follow an appropriate methodology, even if the experiment “fails” in some way.

Students can also be encouraged to include more of their lived experience, opinions, and local knowledge into their written work. Mandating that students incorporate specific course content from the reading and the lectures, or to integrate material from class discussions, can make it more difficult to rely on AI to produce the text that is to be turned in. However, it is important to have realistic expectations of your time, as the faculty member, in assessing voluminous prompt histories or personal reflections. Other ideas include asking students to create audio or video presentations, face-to-face interaction, or using traditional pencil and paper in-class tests.

These approaches can make it harder to rely on AI alone, but they require more time on the part of faculty. For example, after encouraging students to use AI to create a timeline to manage a semester-long team project, one DTFF member discovered that most students submitted generic marketing project timelines that were irrelevant to the course and assignment. This faculty member now schedules in-person check-ins to monitor student progress. While helpful, it has significantly increased his workload.

Faculty must think deeply about the learning aims for each assignment, and devise assessment mechanisms that can provide clear insight into whether those learning aims have been achieved. When AI can complete your assignments with minimal effort, consider what that reveals about the assignment's depth and purpose. Assessing our own approaches, as faculty, to using AI in the classroom is essential. Each of us in the DTFF cohort has had the experience of experimenting with AI in ways that did not

advance our learning aims. Learning from these “failed” experiments has helped us to gain clarity in our teaching goals, identify areas for improving our teaching, and given us opportunities to learn alongside our students.

Sample Rubric Elements:

| Criterion | Exemplary | Satisfactory | Needs Improvement |
|------------------------|--|---|--|
| AI Use Transparency | Clearly documents and reflects on all AI use | Documents AI use but lacks reflection | Fails to document or reflect on AI use |
| Integration of Sources | Effectively integrates and cites multiple credible sources | Uses sources but with limited integration | Lacks credible sources or citations |
| Critical Reflection | Insightful analysis of AI’s impact on learning | Some reflection on AI’s role | Minimal or no reflection |

CONCLUSION

AI is a rapidly evolving tool that challenges us to rethink both pedagogy and assessment. By approaching AI integration with clarity, creativity, and ethical discernment, we can help students become reflective, responsible users of technology, aligned with the mission of Jesuit education.

Resources

- [Loyola Notre Dame Library](#) has a robust page of resources that includes policies, pedagogy, and external links.
- **Also**, check out [Loyola University Chicago’s library](#), which also provides a robust set of resources for faculty.
- **Additional external resources we have found helpful:**
 - [Codecademy Prompt Engineering](#)
 - [OpenAI Academy Educator Resources](#)

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