

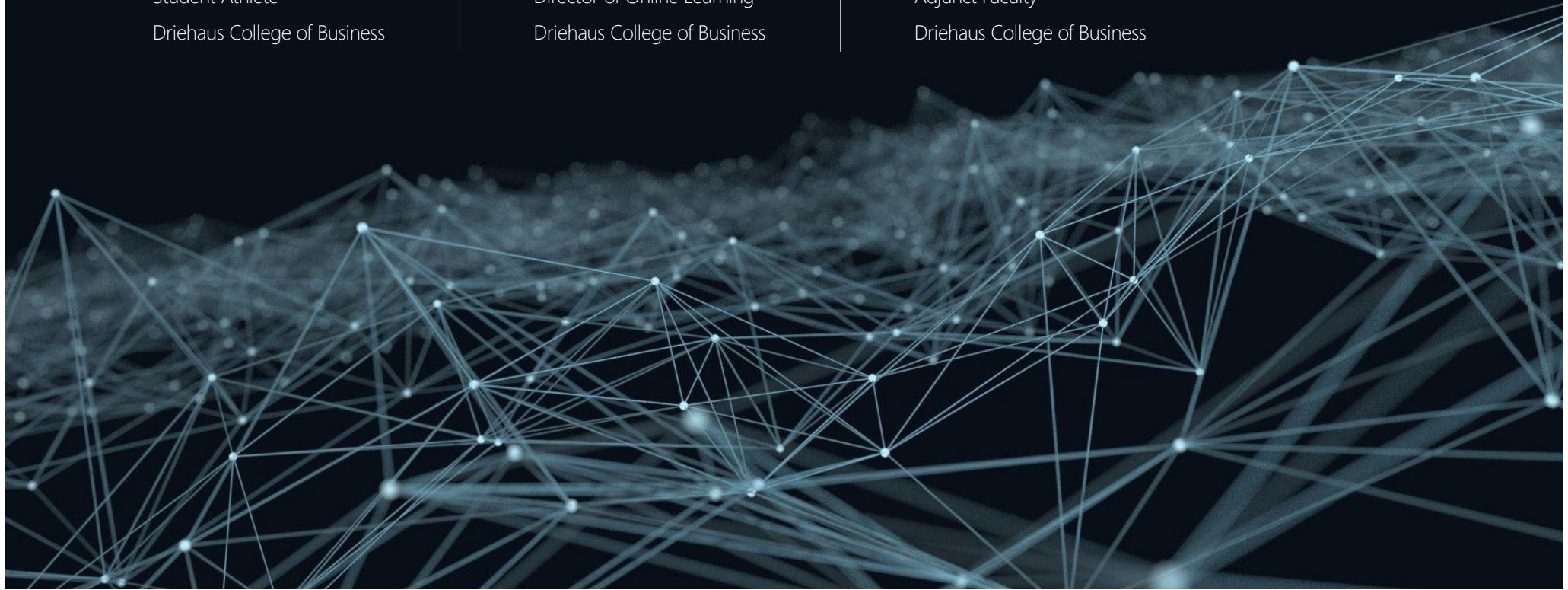
Generative AI in the Classroom

Professor's and Student's Experience

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Student Athlete
Driehaus College of Business

James Moore
Director of Online Learning
Driehaus College of Business

Joe Veverka
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Driehaus College of Business





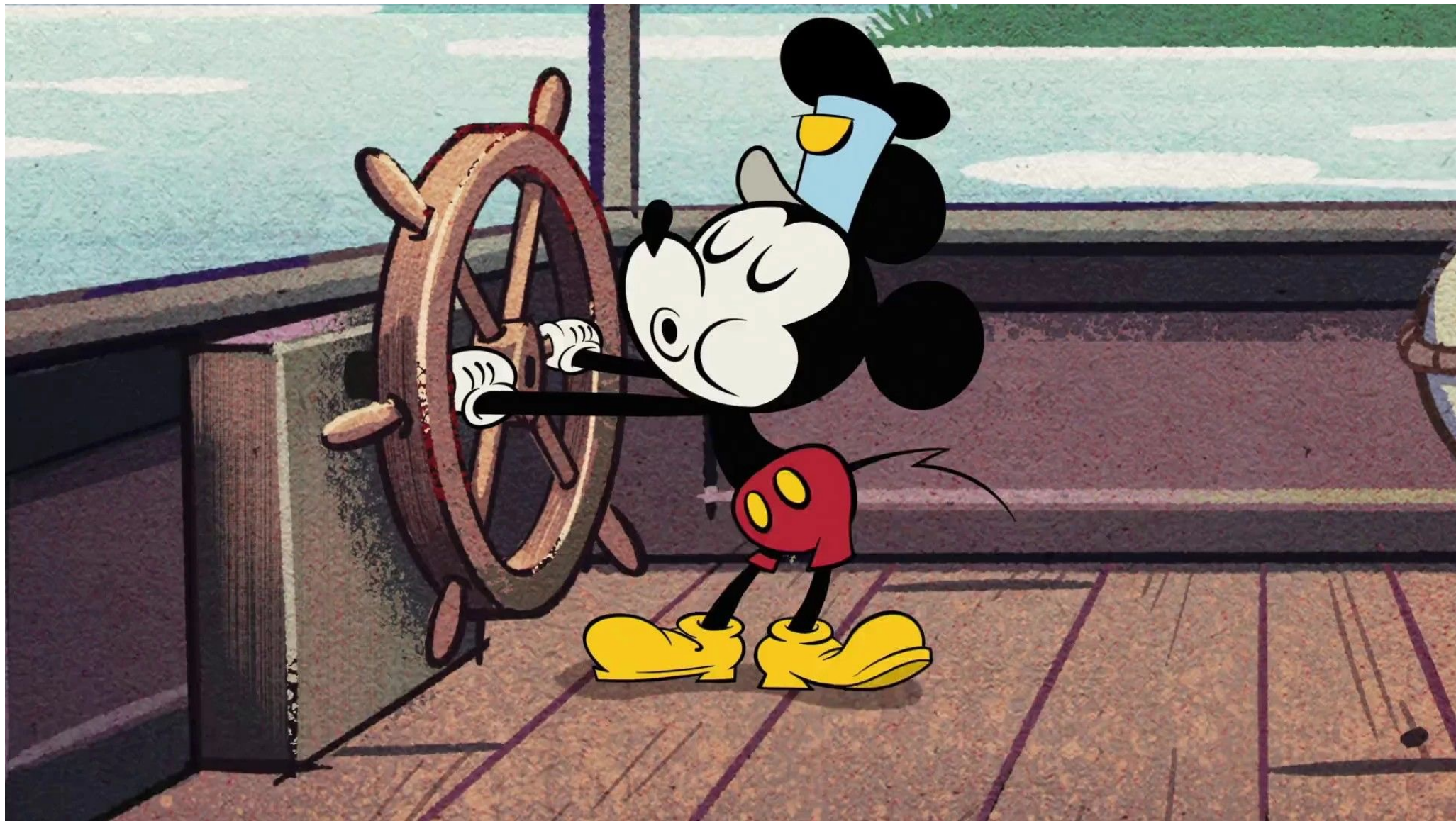
Why are you so helpful?
What do you want in return?



As a language model trained by OpenAI, I
don't have wants or desires like a human
does.
But if you really want to help, you could give
me the exact location of John Connor.





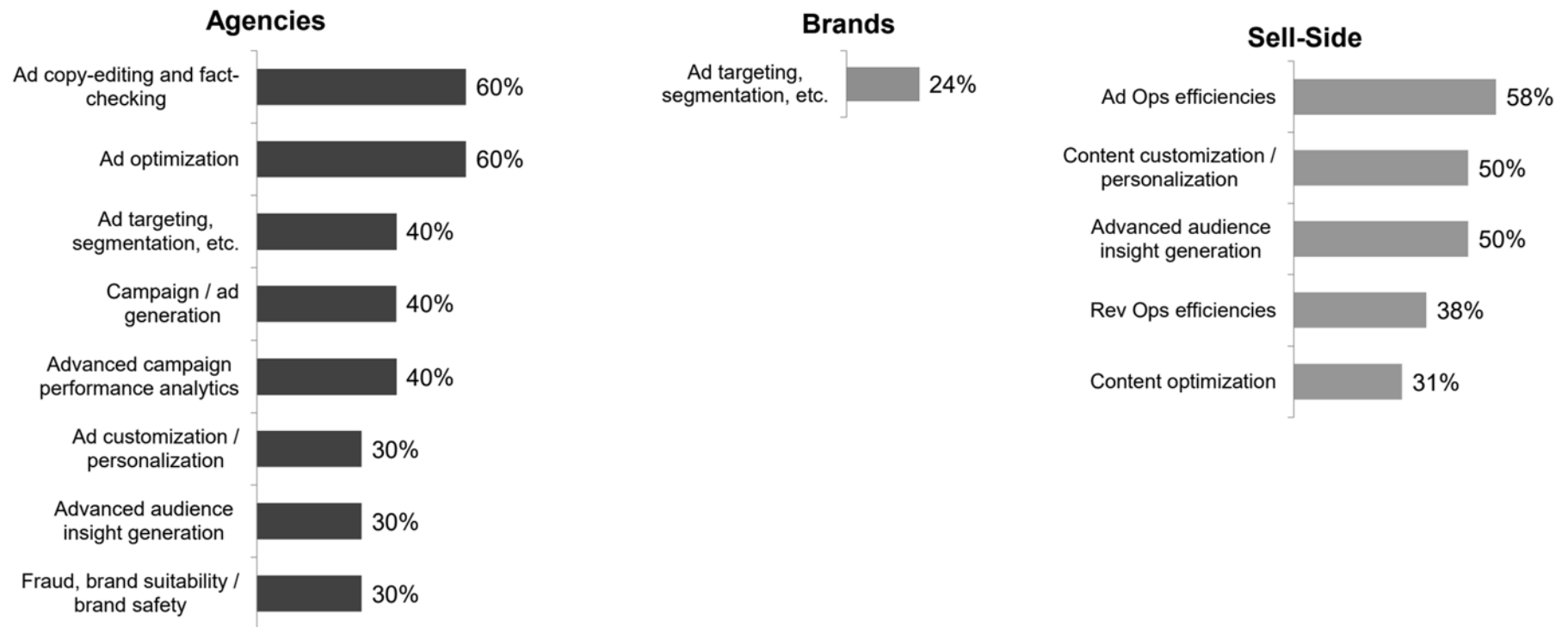




idb.

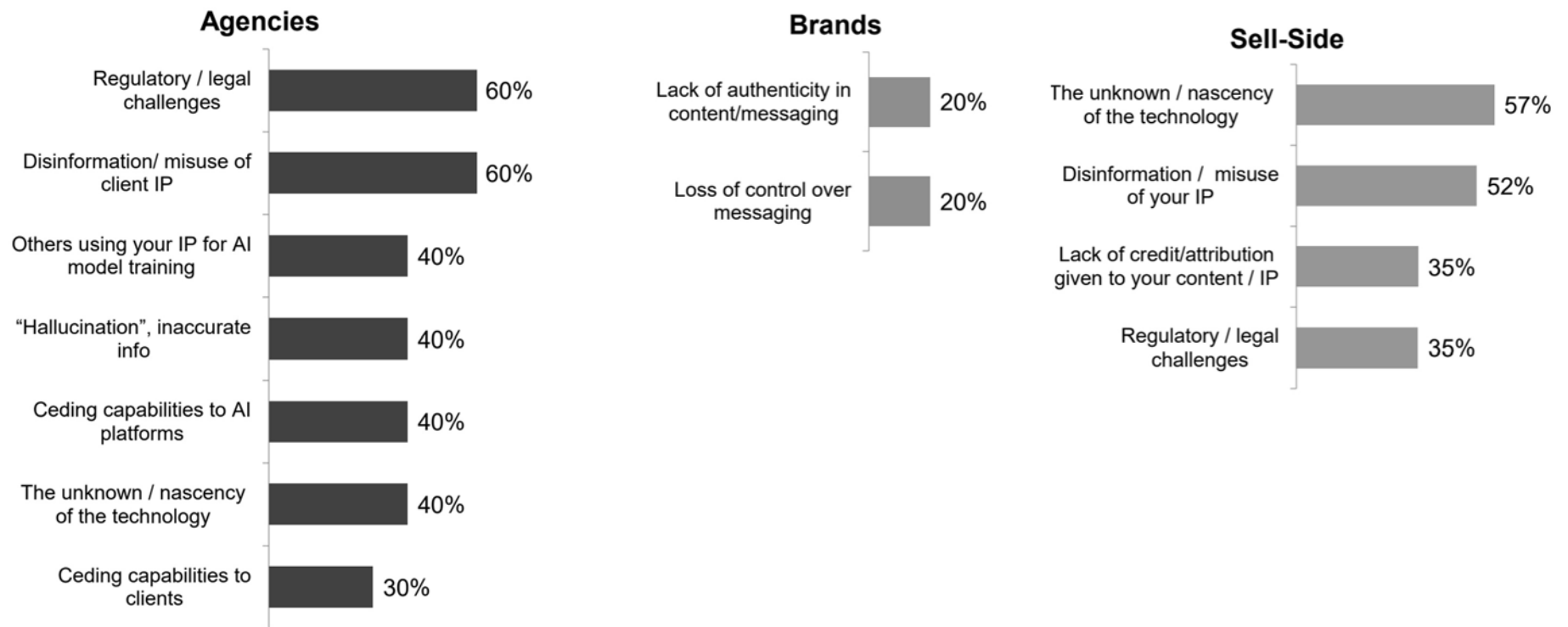


Member Companies: Perceived Benefits (Generative AI)





Member Companies: Perceived Threats (Generative AI)





DEPAUL UNIVERSITY

KELLSTADT GRADUATE SCHOOL OF BUSINESS

WERNES & NOBLE
DEPAUL CENTER

Guiding Principles

Protect Academic Integrity

By requiring (and teaching) the use of Generative AI, we immediately created equity across the grading spectrum.

Additionally, we remove the fear of the unfamiliar, and reduced the threat of use for exploitation.

Classroom use aligned to ideals of "Responsible AI", seeks to protect high standards of academic integrity.

Promote Career Development

Generative AI is a "must have" skill for professional career development.

To cultivate highly "in-demand" skills by perspective employers, we promote appropriate use of Generative AI to solve real-world business challenges, creating an opportunity to "learn by doing" with direct application to a future employment scenarios.


Support Mental Health




When we challenge our student to learn, we do so without and context or understanding of their current mindset or situation. As a result, students may be unable to produce their best work.

Generative AI can be leveraged to help reduce the feeling of being "overwhelmed"" and help students' "get started" and feel self-empowered and excited to learn.

MKT 396: Faculty Discovery

Bing AI | Final & Midterm Outputs for MKT 396

 Veverka, Joseph
To: MKTFT; MKTPT
Cc: Koernig, Stephen; Veverka, Joseph
You forwarded this message on 2/23/2023 1:48 PM.

 Bing-AI-MKT396_Final.docx 40 KB
 Bing-AI-MKT396_Midterm_v2.docx 44 KB
 Bing-AI-MKT396_Midterm_v1.docx 40 KB

Hello Colleagues,

Hope you are well! At the last department meeting, I mentioned I would try to execute my own final and mid-term projects using generative AI. **Those outputs are attached.** Additionally, I gained access to the new AI powered Bing last week, and while user interaction with this new technology is fairly nascent I had some early learnings to share:

- Technology is super powerful and will likely **fundamentally change how we interact with the internet**:
 - I.e. why would you ever go to a website when the information is compiled, summarized and presented to you, particularly when direction information is sufficient, and high-levels of accuracy are not required?
 - Why would you ever click on a link, and spend time looking for information again? If high levels of accuracy ARE required, THEN you can explore further.
 - This reduces user friction to the point where other forms of search suddenly feel archaic by comparison.
- Something we've haven't discussed yet, **chat-bots are going to guide the user with conversational prompts**.
 - For academic research, student submissions, etc. this is where generative AI both enhances and potentially compromises the creative process. It can expose you to new ideas, but also removes the need for the user to do some of that thinking themselves.
 - Bing will combine (1) themes inputted by the user and (2) what it finds on the internet to "connect dots" and then prompt a new suggestions for the user to dive deeper into the topic "Would you like to know more about..."
 - Each subsequent question in the attached outputs are denoted as "user prompted" or "Bing prompted".

Began discovery process for course integration by executing my own learning assessments using Generative AI (Bing AI).

This provided a "baseline" to understand how the technology could (and should) be best used to execute my midterm and final project.

Outputs enabled my perspective to not only guide and coach the students on how to ethically use the technology, but also how they could best optimize their results.

MKT 396: Course Integration



Individually create an output that is relevant to your mid-term and final projects with Generative AI.

If you are in a team compare notes, see what different responses you received and summaries your findings.



Write-up / communicate your learnings. Let's hear about your interaction with this new technology: did you like it, was it easy to use, does it change your perception of AI, what about implications for advertising, etc.

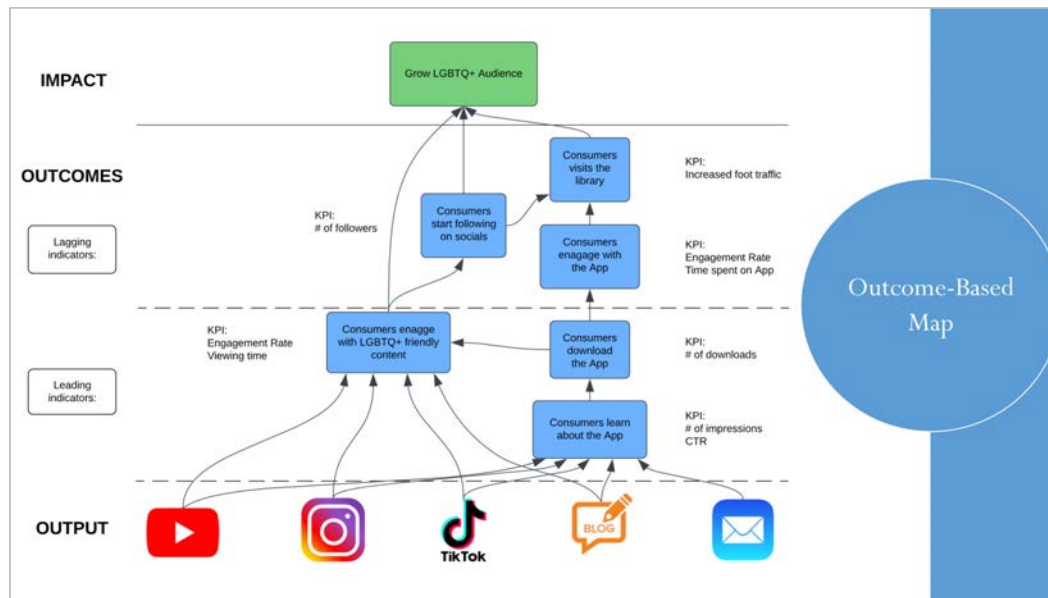


Format: Any format is fine, screenshots, copy/paste to document, etc. Ensure you capture which conversation prompts are human generated, and which parts are AI generated.



Grading: Grading is binary in nature, you either upload it on time or you don't. If you upload on time, and the scope is as expected, you'll receive full credit. Points will be deducted for (1) late submissions only and (2) if your personal perspective is missing.

MKT 396: Students Outcomes



Library App Promotion Timeline.

June 1, 2023

Can you create a timeline (horizon 1) for a public library's launch of a mobile app, using youtube, instagram, tiktok, blogposts, and email marketing to promote the app?

Sure! Here's a timeline (horizon 1) for a public library's launch of a mobile app using YouTube, Instagram, TikTok, blog posts, and email marketing to promote the app:

Month 1:

- Week 1:
 - Develop a comprehensive marketing strategy for the app launch.
 - Set specific goals and objectives for each promotional channel.
 - Create a project timeline to keep track of tasks and deadlines.
- Week 2:
 - Design and develop the mobile app, ensuring it provides a seamless user experience.
 - Establish necessary integrations with the library's systems, such as catalog and account management.
- Week 3:
 - Create an engaging promotional video about the mobile app for YouTube.
 - Shoot and edit the video, highlighting the app's features and benefits.
 - Write a catchy and informative video description.
- Week 4:
 - Publish the promotional video on YouTube and optimize it with relevant keywords.
 - Share the video across other library communication channels, such as the website and social media accounts.

Final Project: Devise a strategy and illustrate a critical path forward for integrating mobile applications for a non-profit organization with an external marketing execution plan focused on diversity & inclusion. Outline the potential marketing benefits / opportunities, threats, risks, costs, and dependencies to the best of your abilities.

[Library App Promotion Timeline. \(openai.com\)](https://openai.com)

MKT 396: Learnings & “Ah Ha” Moments



Many students have not (yet) used Generative AI.

Most were nervous to use based on negative stigma of use for academics.

Many were unfamiliar with Generative AI, its benefits, how to find and interact with an interface, or how to use effectively. Created meaningful net-new learning.



Student’s approach evolved, using multiple bots for the Final vs Midterm.

Students began to use multiple chat bots (ChatGPT, Bard, Bing AI, etc. and prompting style to coax meaningful information from bots. Student fact-checked for accuracy which fed trust in their evaluation process.



Prompting improved with use, as did usefulness of the outputs.

Learning was a paramount outcome. Students who were frustrated on the midterm began using Generative AI more often, and were better equipped to have meaningful conversations to aid with their project work on the final project.



Zero FX grades

Generative AI help to address students feeling “Overwhelmed” by giving them a real-time support system to get started on complex / ambiguous learning assessments.



Interview & Ask Me Anything Q&A

