



Prompting Success with Generative AI in Teaching & Student Research - Workbook

[ACS Virtual Workshops & Conversations | Associated Colleges of the South](#)

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Thank you for joining us to engage in a hands-on workshop designed to empower ACS faculty with the skills, strategies, and confidence to use generative AI as a powerful tool for student success. This 2.5-hour session blends two complementary approaches: supporting student learning through prompt engineering and enhancing the research and writing process with intentional AI integration.

Participants will leave with practical tools, sample materials, and a clear framework for aligning AI-integrated learning experiences with course outcomes. This is a solutions-focused session designed to help educators engage AI with clarity, intention, and equity.

[AI-Enhanced Lesson Planning Workbook](#)

Use this workbook to reflect on one of your existing lessons or modules you want to enhance. These prompts will guide you in designing AI-supported instructional strategies.

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Purpose:

This workbook is designed to help you during the workshop by facilitating reflection on a lesson, task, or project you want to enhance using generative AI. Your responses will serve as the foundation for prompt engineering activities during and after the session.

Using AI to Support Teaching

Important Note:

If you are not a classroom instructor or prefer to focus on a different area of responsibility, please scroll down to complete the “Alternative Section 1” and “Alternative Section 2”.

Section 1: Enhancing What’s Working

Reflect on a lesson or module you currently use and would like to refine—not replace. Use the prompts below to identify areas for enhancement.

1. The lesson or module I want to enhance is titled:
2. The course this lesson/module belongs to is:
3. The main objective of this lesson/module is to:
4. The Student Learning Outcome (SLO) it addresses is:
5. A theoretical framework, teaching philosophy, or disciplinary lens I want to incorporate or center in this lesson is: (e.g., Constructivism, Bloom’s Taxonomy, Student-Centered Teaching, Holistic Learning, Active Learning, Inquiry-Based Learning, Experiential Learning *or insert another framework, theory, or philosophy relevant to your field or teaching practice*)
6. One aspect I want to refine or reframe is:
7. I want to use AI to help me: (select one) clarify / deepen / scaffold
8. My focus for enhancement is: (select one) learning goals / student engagement / clarity of tasks
9. One challenge my students face with this content is:
10. I hope this enhancement will help students:
11. A success indicator I will look for after implementing AI support is:

How to Use Your Plug-and-Play Prompt

1. Copy and paste the above **Section 1 prompts and your answers** into a Generative AI tool (like ChatGPT or Gemini).
2. Then, choose **one** of the **Plug-and-Play Prompts** that fits your work. See Plug-and-Play Prompts below.
3. Copy and paste your chosen **Plug-and-Play Prompt** into the same tool—right after your **Section 1 prompts and answers**.
4. While inside the tool, make any desired edits to the chosen **Plug-and-Play Prompt**.
5. Press Enter or Return to submit it.

 Note: *You can change or add to the Plug-and-Play Prompt to make it fit your goals and interests even better.*

Faculty Participant Plug-and-Play Prompt:

“I am teaching a lesson on **[insert topic]** in my **[insert course name]** class. The goal is to help students **[insert lesson/module objective]** and achieve the Student Learning Outcome: **[insert SLO]**. I want to enhance this lesson by **[clarifying/deepening/scaffolding] [insert concept or skill]**, with a focus on **[learning goals/student engagement/clarity of tasks]**. This lesson is informed by **[insert theoretical framework, teaching philosophy, or disciplinary lens]**, which I want to incorporate or center in the design.

Please generate **[examples, visual organizers, step-by-step guides, discussion questions, etc.]** that will support students who may need more time to process or organize information, while maintaining academic rigor. *Please also include relevant examples of Black Excellence in this subject area—highlighting the achievements of African Americans whose work or contributions can help students see the real-world*

relevance, community impact, and cultural significance of the concept being taught.
Note: Consider all of the above information as context to help you generate your response.”

STEM Plug-and-Play Prompt:

“I am teaching a lesson on **[insert topic]** in my **[insert course name]** class. The goal is to help students **[insert lesson/module objective]** and achieve the Student Learning Outcome: **[insert SLO]**. I want to enhance this lesson by **[clarifying/deepening/scaffolding] [insert concept or skill]**, with a focus on **[learning goals/student engagement/clarity of tasks]**. This lesson is informed by **[insert theoretical framework, teaching philosophy, or disciplinary lens]**, which I want to incorporate or center in the design.

Please generate **[practice problems, data sets, visual simulations, etc.]** that support students who may need more time to process or organize technical information, while maintaining academic rigor. Include examples of Black Excellence in STEM, such as the contributions of African American scientists, engineers, or technologists related to this topic. Note: Consider all of the above information as context to help you generate your response.”

Social Sciences Plug-and-Play Prompt:

“I am teaching a lesson on **[insert topic]** in my **[insert course name]** class. The goal is to help students **[insert lesson/module objective]** and achieve the Student Learning Outcome: **[insert SLO]**. I want to enhance this lesson by **[clarifying/deepening/scaffolding] [insert concept or skill]**, with a focus on **[learning goals/student engagement/clarity of tasks]**. This lesson is informed by **[insert theoretical framework, teaching philosophy, or disciplinary lens]**, which I want to incorporate or center in the design.

Please generate **[case studies, role-playing prompts, structured debates, etc.]** that support students who may need more time to reflect or synthesize social theories, while maintaining academic rigor. Include examples of Black Excellence in the Social Sciences, such as the work of African American scholars, activists, or policymakers related to this topic. Note: Consider all of the above information as context to help you generate your response.”

Humanities Plug-and-Play Prompt:

“I am teaching a lesson on **[insert topic]** in my **[insert course name]** class. The goal is to help students **[insert lesson/module objective]** and achieve the Student Learning Outcome: **[insert SLO]**. I want to enhance this lesson by **[clarifying/deepening/scaffolding] [insert concept or skill]**, with a focus on **[learning goals/student engagement/clarity of tasks]**. This lesson is informed by **[insert theoretical framework, teaching philosophy, or disciplinary lens]**, which I want to incorporate or center in the design.

Please generate **[reading guides, discussion questions, comparative analysis prompts, primary source analysis activities, visual/media analysis exercises, comparative case studies, creative writing prompts, etc.]** that support students who may need more time to engage with complex texts or abstract ideas, while maintaining academic rigor. Include examples of Black Excellence in the Humanities, such as African American authors, artists, or philosophers whose work is connected to this theme. Note: Consider all of the above information as context to help you generate your response.”

English Composition I Plug-and-Play Prompt (filled in):

“I am teaching a lesson on **[persuasive writing techniques]** in my **[English Composition I]** class. The goal is to help students **[structure persuasive arguments]** and achieve the Student Learning Outcome: **[write clearly and persuasively for different audiences]**. I want to enhance this lesson by

[scaffolding counterargument development], with a focus on **[clarity of tasks]**.

This lesson is informed by **[Process Writing Pedagogy]**, which I want to incorporate or center in the design.

Please generate **[step-by-step guides and sample outlines]** that support students who may need more time to process or organize information, while maintaining academic rigor. Please also include relevant examples of Black Excellence in this subject area—highlighting the achievements of African Americans whose work or contributions can help students see the real-world relevance, community impact, and cultural significance of the concept being taught. Note: Consider all of the above information as context to help you generate your response.”

Alternative Section 1: Enhancing What's Working

Think of a task, project, program, or other area of your work that you already use and want to refine—not replace. Use the prompts below to identify specific opportunities for enhancement.

1. The task, project, or program I want to enhance is titled:
2. The field, discipline, domain, initiative, or context this belongs to is:
3. The main purpose or objective of this work is to:
4. The key goal or outcome it addresses is:
5. A strategic framework, leadership philosophy, or guiding principle I want to incorporate or center in this initiative is: (*e.g., Universal Design for Learning, Human-Centered Design, Results-Based Accountability, Participatory Evaluation, Lean Methodology, etc.*)
6. One aspect I want to refine, strengthen, or reframe is:
7. I want to use AI to help me: (select one) clarify / deepen / scaffold / streamline
8. My focus for enhancement is: (select one) goals & outcomes / engagement & participation / clarity of process / efficiency
9. One challenge learners, participants, or stakeholders face with this content or process is:
10. I hope this enhancement will help learners, participants, or stakeholders:
11. A success indicator I will look for after implementing AI support is:

How to Use Your Plug-and-Play Prompt

1. Copy and paste the above **Alternative Section 1 prompts and your answers** into a Generative AI tool (like ChatGPT or Gemini).
2. Then, choose **one** of the **Plug-and-Play Prompts** that fits your work. See Plug-and-Play Prompts below.
3. Copy and paste your chosen **Plug-and-Play Prompt** into the same tool—right after your **Section 1 prompts and answers**.

4. While inside the tool, make any desired edits to the chosen **Plug-and-Play Prompt**.
5. Press Enter or Return to submit it.

 Note: *You can change or add to the Plug-and-Play Prompt to make it fit your goals and interests even better.*

Program, Project, or Administrative Participants Plug-and-Play Prompt:

“I am working on a **[insert task/project/program title]** within the context of **[insert field, discipline, domain, initiative, or institutional responsibility]**. The primary purpose is to **[insert objective]** and support the goal of **[insert key outcome]**.

I want to enhance this work by **[clarifying/deepening/scaffolding/streamlining] [insert process, task, or engagement point]**, with a focus on **[goals & outcomes / engagement & participation / clarity of process / efficiency]**. This initiative is informed by **[insert strategic framework, leadership philosophy, or guiding principle]**, which I want to incorporate or center in the design and implementation.

Please generate **[tools, strategies, visual frameworks, step-by-step workflows, communications, discussion starters, etc.]** that will support diverse stakeholders—including those who may benefit from additional time or structure—while ensuring alignment with our core mission and high standards.

Please also include relevant examples of Black Excellence in this area—highlighting the contributions of African Americans whose leadership or innovation reflects the real-world impact, cultural relevance, and

community value of this work. Note: Consider all of the above information as context to help you generate your response.”

 **Center Director Plug-and-Play Prompt (filled in):**

“I am working on a **[Faculty Innovation Fellowship Program]** within the context of a **[Center for Teaching and Learning]**. The primary purpose is to **[cultivate instructional innovation and community-building among faculty]** and support the goal of **[enhancing student-centered pedagogies across departments]**.

I want to enhance this work by **[deepening peer-to-peer engagement practices]**, with a focus on **[engagement & participation]**. This initiative is informed by **[transformative learning theory and asset-based leadership]**, which I want to incorporate or center in the design and implementation.

Please generate **[discussion starters, collaborative planning tools, storytelling prompts, and community-building activities]** that will support diverse stakeholders—including those who may benefit from additional time or structure—while ensuring alignment with our core mission and high standards.

Please also include relevant examples of **Black Excellence in educational innovation or center leadership**—highlighting the contributions of African Americans whose leadership or innovation reflects the real-world impact, cultural relevance, and community value of this work. Note: Consider all of the above information as context to help you generate your response.”

Research Plug-and-Play Prompt (filled in):

“I am working on a [**Community-Based Participatory Research (CBPR) initiative**] within the context of [**public health and urban education**]. The primary purpose is to [**collaborate with community partners on addressing health equity gaps**] and support the goal of **building actionable, community-informed research**.

I want to enhance this work by **clarifying research communication processes**, with a focus on **clarity of process**. This initiative is informed by **Participatory Action Research**, which I want to incorporate or center in the design and implementation.

Please generate **communication templates, accessible research briefs, workflows for ethical engagement, and visual storytelling tools** that will support diverse stakeholders—including those who may benefit from additional time or structure—while ensuring alignment with our core mission and high standards.

Please also include relevant examples of **Black Excellence in research leadership or community-engaged scholarship**—highlighting the contributions of African Americans whose leadership or innovation reflects the real-world impact, cultural relevance, and community value of this work. Note: Consider all of the above information as context to help you generate your response.”

Library Sciences Plug-and-Play Prompt (filled in):

“I am working on a [**Digital Literacy Resource Hub**] within the context of [**academic library services and campus-wide digital equity efforts**]. The primary purpose is to [**empower students and faculty with tools for**

evaluating and producing digital content] and support the goal of **[closing digital equity and information access gaps]**.

I want to enhance this work by **[scaffolding instructional pathways for digital media fluency]**, with a focus on **[goals & outcomes]**. This initiative is informed by **[Universal Design for Learning (UDL) and information justice]**, which I want to incorporate or center in the design and implementation.

Please generate **[modular content outlines, accessibility checklists, interactive tutorials, and equity-minded resource guides]** that will support diverse stakeholders—including those who may benefit from additional time or structure—while ensuring alignment with our core mission and high standards.

Please also include relevant examples of **Black Excellence in library innovation, digital equity, or archival justice**—highlighting the contributions of African Americans whose leadership or innovation reflects the real-world impact, cultural relevance, and community value of this work. Note: Consider all of the above information as context to help you generate your response.”

Section 2: Target Your Enhancement Approach

Now, reflect on where the opportunity for enhancement lies. Use the framework of pedagogy, assessment, skill gaps, or knowledge gaps to guide your answers.

1. A specific learning challenge I have observed is:
2. I believe this is primarily a: (select one) pedagogy issue / assessment concern / skill gap / knowledge gap
3. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:
4. One concept or skill students consistently struggle with is:
5. I want to prompt AI to help me design a solution that addresses:
6. A teaching method I currently use that could benefit from AI support is:
7. I want to provide students with additional support in the form of:
8. AI can help me develop resources that:
9. I will use AI to generate examples or activities that:
10. This enhancement aligns with my broader teaching goal to:
11. One way I will assess the impact of this enhancement is:

How to Use Your Plug-and-Play Prompt

1. Copy and paste the above **Section 2 prompts and your answers** into a Generative AI tool (like ChatGPT or Gemini).
2. Then, choose **one** of the **Plug-and-Play Prompts** that fits your work. See Plug-and-Play Prompts below.
3. Copy and paste your chosen **Plug-and-Play Prompt** into the same tool—right after your **Section 2 prompts and answers**.
4. While inside the tool, make any desired edits to the chosen **Plug-and-Play Prompt**.
5. Press Enter or Return to submit it.

 *Note: You can change or add to the Plug-and-Play Prompt to make it fit your goals and interests even better.*

Faculty Participants Plug-and-Play Prompt:

“In my **[insert course name]** class, I have noticed students struggling with **[insert specific concept, skill, or task]**. I believe this challenge is primarily related to a **[select one: pedagogy issue / assessment concern / skill gap / knowledge gap]**. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is **[insert framework, philosophy, or lens]**.”

I want to use AI to help me develop **[insert desired output: formative activities, targeted practice, redesigned assessment, instructional scaffolding, etc.]** that addresses this issue while supporting student reflection and deeper learning. Please also provide examples or stories of Black Excellence in this content area that can inspire students and demonstrate the relevance and impact of this concept in real-world or community contexts. Note: Consider all of the above information as context to help you generate your response.”

STEM Plug-and-Play Prompt:

“In my Environmental Science course, I have noticed students struggling with **[insert specific concept, skill, or task—e.g., interpreting climate data or systems thinking]**. I believe this is primarily a **[select one: pedagogy issue / assessment concern / skill gap / knowledge gap]**. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is **[insert framework, philosophy, or lens]**.”

I want to use AI to help me develop **[insert desired output: visual models, data analysis activities, or concept maps]** that support understanding and application. Please also include examples of Black Excellence in environmental science, such as the work of African American ecologists, climate justice leaders, or environmental engineers whose contributions align with this topic. Note: Consider all of the above information as context to help you generate your response.”

Social Sciences Plug-and-Play Prompt:

“In my **[Principles of Economics]** course, I have noticed students struggling with **[insert specific concept, skill, or task—e.g., opportunity cost, supply and demand, or macroeconomic indicators]**. I believe this is primarily a **[select one: pedagogy issue / assessment concern / skill gap / knowledge gap]**. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is **[insert framework, philosophy, or lens]**.

I want to use AI to help me design **[insert desired output: real-world simulations, guided practice, or case study comparisons]** that deepen their understanding while addressing the core challenge. Please also highlight examples of Black Excellence in economics, such as African American economists, entrepreneurs, or policy leaders who have shaped economic thought or financial justice. Note: Consider all of the above information as context to help you generate your response.”

Humanities Plug-and-Play Prompt:

“In my **[Art History]** course, I have noticed students struggling with **[insert specific concept, skill, or task—e.g., analyzing symbolism, comparing artistic movements, or understanding historical context]**. I believe this is primarily a **[select one: pedagogy issue / assessment concern / skill gap / knowledge gap]**. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is **[insert framework, philosophy, or lens]**.

I want to use AI to help generate **[insert desired output: visual analysis templates, discussion prompts, or timeline-based activities]** that enhance interpretation skills and connect ideas across cultures and eras. Please also include examples of Black Excellence in art history, such as African American visual artists, curators, or art historians whose work challenges and enriches dominant narratives.

Note: Consider all of the above information as context to help you generate your response.”

 **Intro to Biology Plug-and-Play Prompt (filled in):**

“In my [**Intro to Biology**] class, I have noticed students struggling with [**understanding protein synthesis**]. I believe this challenge is primarily related to a [**knowledge gap**]. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is [**Inquiry-Based Learning**].

I want to use AI to help me develop [**a visual timeline and interactive review activity**] that addresses this issue while supporting student reflection and deeper learning. Please also provide examples or stories of Black Excellence in molecular biology, such as African American scientists whose work relates to genetics or cellular processes. Note: Consider all of the above information as context to help you generate your response.”

Alternative Section 2: Target Your Enhancement Approach

Now, reflect on where the opportunity for enhancement lies. Use the framework of approach, strategy, assessment, skill gaps, or knowledge gaps to guide your answers.

1. A specific challenge or area for improvement I have observed is:
2. I believe this is primarily a: (select one) approach issue / strategy gap / assessment concern / skill gap / knowledge gap
3. A guiding philosophy, theoretical framework, or disciplinary lens I want to incorporate or center in this enhancement is:
4. One recurring concept, process, or skill individuals struggle with is:
5. I want to prompt AI to help me design a solution that addresses:
6. A current approach or strategy I use that could benefit from AI support is:
7. I want to provide additional support in the form of:
8. AI can help me develop resources that:
9. I will use AI to generate examples, activities, or guidance that:
10. This enhancement aligns with my broader goal to:
11. One way I will assess or evaluate the impact of this enhancement is:

How to Use Your Plug-and-Play Prompt

1. Copy and paste the above **Alternative Section 2 prompts and your answers** into a Generative AI tool (like ChatGPT or Gemini).
2. Then, choose **one** of the **Plug-and-Play Prompts** that fits your work. See Plug-and-Play Prompts below.
3. Copy and paste your chosen **Plug-and-Play Prompt** into the same tool—right after your **Section 2 prompts and answers**.
4. While inside the tool, make any desired edits to the chosen **Plug-and-Play Prompt**.
5. Press Enter or Return to submit it.

 *Note: You can change or add to the Plug-and-Play Prompt to make it fit your goals and interests even better.*

Program, Project, or Administrative Participant Plug-and-Play Prompt:

“In my role as **[insert title or area of responsibility]**, I have observed a challenge related to **[insert specific concept, process, or task]**. I believe this challenge is primarily related to a **[select one: approach issue / strategy gap / assessment concern / skill gap / knowledge gap]**. A guiding philosophy, theoretical framework, or disciplinary lens I want to incorporate or center in this enhancement is **[insert framework, philosophy, or lens]**.

I would like to use AI to help me design or improve **[insert output: workflows, stakeholder communications, orientation materials, training modules, program evaluations, etc.]** that can address this challenge and better support **[insert audience: students, faculty, staff, or stakeholders]**. Please generate strategies, tools, or examples that promote reflection, clarity, and equity.

Where possible, include examples or stories of Black Excellence that can inspire participants and demonstrate the relevance, impact, and community value of this work. Note: Consider all of the above information as context to help you generate your response.”

Leadership Development Plug-and-Play Prompt (filled in):

“In my role as **[Director of Faculty Development]**, I have observed a challenge related to **[cultivating inclusive leadership mindsets among new department chairs]**. I believe this challenge is primarily related to a **[strategy gap]**. A guiding philosophy, theoretical framework, or disciplinary lens I want to incorporate or center in this enhancement is **[Transformational Leadership Theory]**.

I would like to use AI to help me design or improve **[a modular leadership training series]** that can address this challenge and better support **[new**

academic leaders]. Please generate strategies, tools, or examples that promote reflection, clarity, and equity.

Where possible, include examples or stories of Black Excellence that can inspire participants and demonstrate the relevance, impact, and community value of this work. Note: Consider all of the above information as context to help you generate your response.”

Student Services Plug-and-Play Prompt (filled in):

“In my role as **[Assistant Dean for Student Success]**, I have observed a challenge related to students underutilizing academic support resources. I believe this challenge is primarily related to an **[approach issue]**. A guiding philosophy, theoretical framework, or disciplinary lens I want to incorporate or center in this enhancement is **[Asset-Based Student Development Theory]**.

I would like to use AI to help me design or improve **[an engagement campaign and orientation module]** that can address this challenge and better support **[first-year and transfer students]**. Please generate strategies, tools, or examples that promote reflection, clarity, and equity.

Where possible, include examples or stories of **Black Excellence** that can inspire participants and demonstrate the relevance, impact, and community value of this work. Note: Consider all of the above information as context to help you generate your response.”

Operational Processes Plug-and-Play Prompt (filled in):

“In my role as **[Operations Manager]**, I have observed a challenge related to inconsistent onboarding across departments. I believe this challenge is

primarily related to a **[process efficiency gap]**. A guiding philosophy, theoretical framework, or disciplinary lens I want to incorporate or center in this enhancement is **[Human-Centered Design]**.

I would like to use AI to help me design or improve **[a standardized onboarding toolkit]** that can address this challenge and better support **[new hires across administrative units]**. Please generate strategies, tools, or examples that promote reflection, clarity, and equity.

Where possible, include examples or stories of **Black Excellence** that can inspire participants and demonstrate the relevance, impact, and community value of this work. Note: Consider all of the above information as context to help you generate your response.”

Take it to the NEXT level!

How to Use Your “Next Level Prompt” & “Alternative Next Level Prompt”

1. **Copy the Full Prompt:** Copy the entire **Next Level Prompt** —including the **Prompt Title** and the “**Note: Consider all of the above...**”
2. **Paste into AI Tool:** Open a Generative AI tool of your choice (e.g., ChatGPT, Gemini) and paste the full prompt into the chat box.
3. **Tailor the Template:** While inside the tool, fill in the bracketed sections of the **Next Level Prompt** with details specific to your program, project, or area of responsibility. Feel free to adjust any language to better suit your role or goals.
4. **Hit Enter/Return:** Submit the prompt by pressing the Enter or Return key.

 *Pro Tip: You can further refine the AI's response by asking follow-up questions or making edits to the prompt to match your unique needs.*

Next Level Prompt

Designing AI-Generated Mini Lessons to Strengthen Course Readiness

Prompt Title:

AI-Generated Mini Lessons to Reinforce and Extend Foundational Knowledge for Course Success

General Prompt (For Use Across Disciplines):

I am preparing to teach a college-level course titled **[Insert Course Title]**, which builds upon the knowledge and skills introduced in the following prerequisite(s): **[Insert Prerequisite Course(s)]**. To ensure all students enter the course feeling confident and prepared, I would like to offer two weeks of scaffolded mini lessons **(asynchronous or low-stakes in-class activities)** designed to reinforce key concepts and support continued growth.

Please generate two weeks of brief, focused learning experiences that:

- Revisit foundational theories, concepts, or frameworks introduced in the prerequisite(s): **[Insert Key Knowledge]**
- Strengthen essential skills that will support success in the new course: **[Insert Key Skills]**
- Clarify common areas of confusion or complexity: **[Insert Common Misconceptions or Challenges]**
- Highlight how this prior knowledge connects to success in the current course: *Understanding [insert concept or skill] will help students confidently engage with [insert topic or task in new course].*

These mini lessons should be welcoming and accessible for students seeking review, while also offering **extension activities** for those ready to apply prior knowledge in innovative or advanced ways.

Each mini lesson should include:

1. A clearly defined learning objective
2. A brief review or instructional activity (**e.g., reading, video, visual, or explanation**)
3. A practice opportunity (**e.g., guided questions, discussion prompt, worksheet, or simulation**)
4. A quick assessment or check-in to reinforce understanding (**e.g., short quiz, reflection, applied problem, or analysis**)
5. An optional extension, challenge or creative task for students ready to go further

Note: Consider all of the above information as context to help you generate your response.

Alternative Next Level Prompt

Designing AI-Generated Mini Modules to Strengthen Program, Project, or Administrative Readiness

Prompt Title:

AI-Generated Mini Modules to Reinforce and Extend Foundational Knowledge for Program, Project, or Operational Success

General Prompt (For Use Across Institutional Roles):

I am preparing to launch or enhance a **[insert program, project, or administrative process]** within the context of **[insert department, office, or institutional initiative]**, which builds upon or requires prior knowledge, strategies, or practices from **[insert relevant foundational initiatives, trainings, or operational systems]**. To ensure that my team, partners, or participants feel confident and prepared, I would like to offer two weeks of scaffolded mini modules **(asynchronous or low-stakes in-person/virtual activities)** designed to reinforce core concepts and support intentional implementation.

Please generate two weeks of brief, focused learning experiences that:

- Revisit foundational frameworks, practices, or institutional knowledge relevant to: **[Insert Key Foundational Elements]**
- Strengthen operational, strategic, or communication skills critical to success: **[Insert Key Skills]**
- Clarify common areas of confusion or operational complexity: **[Insert Common Misconceptions or Challenges]**
- Highlight how this prior knowledge connects to effective performance or implementation in the current context: Understanding **[insert concept or skill]** will help stakeholders confidently engage with **[insert task, responsibility, or improvement area in the current initiative]**.

These mini modules should be welcoming and accessible for those seeking review or onboarding, while also offering extension activities for those ready to lead, innovate, or refine existing systems.

Each mini module should include:

1. A clearly defined learning objective
2. A brief review or instructional activity **(e.g., infographic, slide deck, explainer video, or annotated resource)**
3. A practice opportunity **(e.g., reflection prompt, scenario, policy review, collaborative task, or role play)**
4. A quick assessment or check-in to reinforce understanding **(e.g., checklist, short quiz, planning outline, or feedback form)**
5. An optional extension or challenge task for participants ready to deepen or apply their knowledge in new contexts

Note: Consider all of the above information as context to help you generate your response.

Using Generative AI to Support the Research Process

(Examples for Classroom Application)

This handout outlines ways AI tools can be integrated into student research while keeping the focus on critical thinking, analysis, and ethical practice. Each section corresponds to a general research learning objective.

Finding and Evaluating Quality Sources

1. Sample Starting prompt:

I'm researching [topic] in [discipline]. What kinds of peer-reviewed sources should I look for? Suggest specific, relevant keywords for searches and journals where this work is published.

- Or, if inter/multidisciplinary:

I'm researching [topic]. What kinds of peer-reviewed sources should I look for? Suggest possible disciplines, relevant keywords, and journals where this work is published.

2. Conduct preliminary searches using UR Library databases, then fine-tune keywords with GenAI as needed for searching.
3. Keep all source information/links in the student's running research journal.
4. Ask students to check for quality of sources (scholarship, substantive, popular, etc.) before moving forward with the research process.
Ex. Provide a prompt with the specific language you use for source requirements:
I need to find [x amount] of [these types of sources]. [Define the source types]. Here are my sources: [insert source information]. Tell me if these are suitable sources.
5. Once all sources check out, use the GenAI tool to provide the full citation (in whatever style is relevant).

Successfully Analyzing Source Content

For each required source, students write **Before–AI–After Reactions**

Before: Students read the source in full, then write 250 words in their running research journal addressing:

- o What do you think the author(s) is/are arguing?
- o What reasons or evidence stood out to you?
- o What confused or challenged you?
- o What questions do you have or want to pursue further?

Note: This is informal but thoughtful. Focus on what you understand now, not what you “should” understand.

AI: Students copy/paste article sections or upload the full pdf to the GenAI model for analysis. They then document the prompts given and the responses generated. Some sample prompts:

- o In 300 words, summarize the main argument and its key supporting points
- o Describe the author’s methods and key findings in clear, accessible language
- o List three important implications from the article
- o Identify the scholarly or public conversation the author is responding to

Students then copy/paste or summarize the AI’s response(s) in their running research journal noting all prompts used.

After: Students reflect on what changed or deepened their understanding of each source and write a 250-word response in their running research journal addressing:

- o What did the outputs confirm about your initial understanding?
- o What did they challenge about your initial understanding?
- o Where do you disagree with what was generated, and why?
- o How did your perception of the article evolve through this process?

Quoting and Paraphrasing Accurately and Ethically

1. From their collected sources and annotations, students select 3-5 passages from each source that they plan to potentially integrate into their own work. Students paste the passage into a GenAI tool with a structured prompt.

Ex. Paraphrase the following passage in clear language. Keep the original meaning intact, avoid plagiarism, and do not simplify the content excessively.

2. Students copy/paste the original passage and GenAI response into their running research journal, along with pp.
3. Students write a final, revised paraphrase in their own words, maintaining the original meaning, having distinct sentence structure, and include proper citation and signal phrase.

Finding Patterns and Synthesizing Ideas Across Multiple Sources

Synthesis Matrix → Walkthrough

1. Students gather the following for each source from their running Google Doc:
 - o Key annotations (argument, data, relevance, etc.)
 - o Quotations that seems poignant
 - o All paraphrased passages

2. Students copy/paste all of these into the GenAI tool and write the following prompt:

*I am working with **[x amount of sources]** and have compiled a set of annotations, quotations, and paraphrased passages from each one. Using the information I have provided, generate a synthesis matrix.*

In the matrix:

The first column should list 4–6 key themes, patterns, or points of tension you identify across the sources.

The top row should include the names or identifiers of the sources (Author Last Name, Year is ideal).

In each cell, provide a brief explanation of how that source contributes to or addresses that theme (e.g., agreement, contradiction, specific finding, theoretical framing).

Do not fabricate content—base everything only on the information I've provided.

After creating the matrix, summarize 2–3 major insights or connections that emerge across the sources.

Ex. [Sample Synthesis Matrix Output from ChatGPT-4o](#)

3. Student provides copy/paste or link to synthesis matrix in their running Google Doc.
4. Student reviews matrix for accuracy and revises, making a clean version with any corrections/additions necessary (use Google Sheets, Excel, or Word).
5. Student uses the revised matrix and writes a 500-word review of how the sources cohere/diverge. This walkthrough should:
 - o Introduce the main patterns/themes identified
 - o Describe how sources work together as a cohesive unit, highlighting conflicts, agreements, and/or gaps in the research
 - o Start to identify how this synthesis helps support a forming thesis
6. Student writes a brief reflection (~200 words) on the entire matrix/walkthrough process.

APPENDIX

Tools & Resources

 Legend:

Color	Category	Description
 Blue	Research Discovery & Summarization	Tools that help locate, review, and summarize academic sources
 Green	Content Creation & Communication	Tools that assist with writing, editing, designing, and presenting
 Purple	Idea Development & Note-Taking	Tools that support capturing and structuring early ideas
 Red	Data & Code Productivity	Tools for programming, data cleaning, and technical tasks
 Yellow	Project Management & Operational Tools	Tools that support administrative and collaborative efficiency

AI Tool	Advantages	Disadvantages
ChatGPT  Blue  Purple	Summarizing Data - Versatile tool for drafting documents, brainstorming, answering technical questions, and coding support. Speeds up tasks across research, education, and grant writing.	May generate outputs with inaccuracies or biased information. Requires careful editing to align with academic and professional standards.
Consensus.app/  Blue	AI Search Engine for Research; need to test out -  This AI Tool Finds the Best Research Instantly - A... Consensus.app is an AI-powered search engine designed to accelerate academic research by summarizing and analyzing scientific papers. It offers advantages like time efficiency, evidence-based results, and a user-friendly interface,	It also has limitations such as potential for bias, limited free features, and the risk of oversimplifying research findings.
contentatscale.ai	- Good for getting AI to write like you	Quality and originality of content may require significant

 Green	<ul style="list-style-type: none"> - Efficient for generating large amounts of written content, such as research summaries, blog posts, or outreach materials. Can automate repetitive writing tasks, freeing up time for strategic work. 	<p>human editing. Risk of inaccuracies or inappropriate tone for academic and grant-writing purposes.</p>
CoPilot - GitHub  Red	<ul style="list-style-type: none"> - Assists with coding tasks, debugging, and automating repetitive programming activities. Increases productivity for computational research projects. 	<p>Risk of over-reliance leading to superficial understanding of code. May generate suboptimal solutions for specialized problems.</p>
Elicit  Blue	<ul style="list-style-type: none"> Finds articles and provides summary - Simplifies literature reviews by surfacing relevant research papers and organizing findings. Useful for grant writing to build strong evidence bases. 	<p>May not always retrieve the most relevant or comprehensive set of academic articles. Requires manual validation of results to ensure quality.</p>
Flux[1.1] pro  Yellow	<ul style="list-style-type: none"> - Create realistic photos that is better than ChatGPT and good with in-photo text - Useful for project management and tracking collaborative research tasks. Enhances team productivity by organizing workflows and deadlines. 	<p>May have a steep learning curve for users unfamiliar with its interface. Requires customization to fit specific research and educational workflows.</p>
Gamma.ai  Green	<ul style="list-style-type: none"> Generates presentations from notes (outlines and fully developed notes) - Allows for quick generation of PowerPoint slides and presentations, making it a valuable tool for creating visually engaging and organized educational materials, research presentations, and grant proposals. Saves time by automating slide layouts and formatting, and can integrate data visualizations seamlessly. 	<p>High reliance on proper configuration. Mismanagement can lead to restricted access or workflow interruptions.</p> <ul style="list-style-type: none"> - Automatically generated slides may require significant customization to align with specific branding, tone, or academic standards. Complex research content may not translate perfectly without manual input or adjustments.
Grammarly  Green	<ul style="list-style-type: none"> - They have an AI Plagiarism Checker - Provides robust grammar and style checks, ensuring professional-quality writing. Useful for improving clarity and readability in research papers, grant proposals, and educational content. 	<p>Limited in providing context-sensitive suggestions for technical or specialized academic language. May over-simplify complex arguments or alter intended meaning.</p>
Jeni  Red	<ul style="list-style-type: none"> - Aids in data cleaning and preparation, streamlining the process of making datasets analysis-ready. Supports 	<p>May require technical expertise for integration with complex datasets. Customization options could be limited.</p>

	research efficiency in computational projects.	
Luma Labs ● Green	- Generate video from a still photo - Ideal for data visualization and AI model testing. Facilitates student learning and research presentations by creating clear, interactive visual aids.	Limited functionality if not integrated with the specific datasets used in research. Advanced features may require programming skills or specialized training.
Microsoft Copilot ● Red	Microsoft Copilot is an AI-powered assistant designed to enhance productivity and streamline tasks across the Microsoft 365 suite of applications	Organizations need to carefully assess their specific needs, implement robust security and governance measures, invest in user training, and maintain a balance between AI assistance and human oversight to maximize its benefits while mitigating potential drawbacks.
Napkin ● Purple	- Great for capturing and organizing fragmented ideas during brainstorming sessions. Useful in early-stage grant development and research planning.	Best suited for ideation, not execution. Limited utility for in-depth analysis or finalizing polished work.
NotebookLm ● Purple ● Blue	- Allows users to interactively explore and synthesize notes, making it valuable for researchers and students. Helps in organizing knowledge for complex grants.	Restricted to structured note-taking workflows, which may not suit all users. Relatively new, so feature set might not be fully developed.
Perplexity ● Blue	Finds articles - Excellent for exploratory research and brainstorming by providing quick answers and contextual links to broader resources.	Information retrieved may lack depth or academic rigor. Users need to cross-check facts to ensure reliability.
Recite ● Green	Reference check: Checks your inline references against reference list) - Enhances oral presentation skills by providing feedback on speech patterns, tone, and pacing. Beneficial for preparing grant presentations or lectures.	Limited contextual understanding for highly technical or research-specific terminology. Feedback may feel generic without tailored training modules.
Research Rabbit Ai ● Blue	It will query literature review and help you to do mind maps. Research Rabbit is an AI-powered tool designed to aid researchers in literature discovery and review. It also offers numerous advantages like free access, visual mapping of connections between papers, and AI-driven recommendations	It also presents some challenges, including a potentially overwhelming interface and reliance on a database that might not always be fully up-to-date.

<p>Rezi ● Green</p>	<p>- Optimized for crafting resumes and professional documents. Useful for creating staff bios or researcher profiles for grants.</p>	<p>Limited utility outside of resume creation. May not accommodate academic writing nuances.</p>
<p>Utterai ● Yellow</p>	<p>Recording meetings and interviews - Facilitates transcription and note-taking during meetings and collaborative sessions. Increases accuracy and speed for documenting discussions.</p>	<p>Facilitates transcription and note-taking during meetings and collaborative sessions. Increases accuracy and speed for documenting discussions.</p>
<p>You.com ● Blue</p>	<p>You.com presents a compelling alternative to traditional search engines by prioritizing user privacy and offering a personalized, AI-driven experience with integrated tools for research, creativity, and productivity. Its focus on user control and privacy, alongside its innovative use of AI, positions You.com as a significant player in the evolving landscape of online information retrieval.</p>	<p>However, users should be aware of the potential learning curve, possible limitations in the database compared to giants like Google, and the potential for AI-related ethical concerns like bias and misinformation.</p>

Tips for writing a good prompt:

- **Task:** the statement that clearly defines what the AI needs to do
- **Guidance:** The instructions that shape how the AI should approach the task, specifying the content, style, and format of the response
- **Conversation:** the statement that helps AI understand the purpose of the explanation
- Example: **As a science tutor, explain photosynthesis to a 7th grade student. Use simple terms and include what it is, why it is important, and the basic steps involved. Provide an everyday analogy to illustrate the concept. Keep your explanation to 3-4 short paragraphs. This is for a classroom presentation**
- In your prompt, include Whom, What, When, Where, How, Why, Format and Tone

Facilitator Examples

These are the examples that the facilitators walk through during the “I Do” breakout sessions held in the main room.

Section 1 Examples: Enhancing What’s Working

Example 1 – Statistics Course

- 1. The lesson or module I want to enhance is titled:** Introduction to Quadratic Functions
- 2. The course this lesson/module belongs to is:** College Algebra
- 3. The main objective of this lesson/module is to:** Help students analyze, graph, and interpret quadratic functions in standard, vertex, and factored forms.
- 4. The Student Learning Outcome (SLO) it addresses is:** Students will apply algebraic techniques to model and solve real-world problems involving quadratic relationships.
- 5. A theoretical framework, teaching philosophy, or disciplinary lens I want to incorporate or center in this lesson is:** Inquiry-Based Learning combined with Bloom’s Taxonomy to move students from understanding to application and analysis.
- 6. One aspect I want to refine or reframe is:** Students’ ability to connect algebraic representations of quadratic functions with their graphical interpretations and real-world contexts.
- 7. I want to use AI to help me:** Scaffold
- 8. My focus for enhancement is:** Clarity of tasks

9. One challenge my students face with this content is: They struggle to see how the algebraic form of a quadratic relates to key graph features like vertex, axis of symmetry, and intercepts.

10. I hope this enhancement will help students: Confidently translate between equations, graphs, and real-world scenarios involving quadratic models.

11. A success indicator I will look for after implementing AI support is: Students can explain, without prompting, how changes in equation parameters affect the shape and position of the parabola.

 **STEM Plug-and-Play Prompt:**

“I am teaching a lesson on *Quadratic Functions* in my *College Algebra* class. The goal is to help students *analyze, graph, and interpret quadratic functions in various forms* and achieve the Student Learning Outcome: *Students will apply algebraic techniques to model and solve real-world problems involving quadratic relationships*. I want to enhance this lesson by *scaffolding connections between algebraic and graphical representations of quadratics*, with a focus on *clarity of tasks*. This lesson is informed by *Inquiry-Based Learning and Bloom’s Taxonomy*, which I want to incorporate or center in the design.

Please generate *visual simulations, guided practice problems, and real-world quadratic modeling tasks* that support students who may need more time to process or organize technical information, while maintaining academic rigor. Include examples of Black Excellence in STEM, such as the contributions of African American mathematician *Euphemia Lofton Haynes*, who made significant advances in mathematics education. Note: Consider all of the above information as context to help you generate your response.”

Example 2 – Statistics Course

- 1. The lesson or module I want to enhance is titled:** Confidence Intervals for Population Means
- 2. The course this lesson/module belongs to is:** Introduction to Statistics
- 3. The main objective of this lesson/module is to:** Teach students how to construct and interpret confidence intervals for population means using sample data.
- 4. The Student Learning Outcome (SLO) it addresses is:** Students will apply statistical reasoning to estimate population parameters and interpret results within a real-world context.
- 5. A theoretical framework, teaching philosophy, or disciplinary lens I want to incorporate or center in this lesson is:** Active Learning with Real-World Application to increase engagement and relevance.
- 6. One aspect I want to refine or reframe is:** Helping students understand the conceptual meaning of a confidence interval beyond the mechanical calculation.
- 7. I want to use AI to help me:** Clarify
- 8. My focus for enhancement is:** Student engagement
- 9. One challenge my students face with this content is:** They often interpret confidence intervals incorrectly, thinking it refers to the probability of a parameter being in the interval instead of the reliability of the method.
- 10. I hope this enhancement will help students:** Confidently explain confidence intervals in plain language and connect them to decision-making in real-world contexts.

11. A success indicator I will look for after implementing AI support is:

Students can accurately interpret confidence intervals in the context of a scenario without prompting.

 **STEM Plug-and-Play Prompt:**

“I am teaching a lesson on *Confidence Intervals for Population Means* in my *Introduction to Statistics* class. The goal is to help students *construct and interpret confidence intervals* and achieve the Student Learning Outcome: *Students will apply statistical reasoning to estimate population parameters and interpret results within a real-world context*. I want to enhance this lesson by *clarifying the conceptual meaning of confidence intervals*, with a focus on *student engagement*. This lesson is informed by *Active Learning and Real-World Application*, which I want to incorporate or center in the design.

Please generate *real-world datasets, guided analysis tasks, and interactive visualizations* that support students who may need more time to connect abstract statistical concepts to practical scenarios, while maintaining academic rigor. Include examples of Black Excellence in STEM, such as the work of African American statistician *Dr. William A. Massey*, whose contributions to applied probability and operations research connect directly to statistical reasoning. Note: Consider all of the above information as context to help you generate your response.”

Example 3 – Calculus Course

- 1. The lesson or module I want to enhance is titled:** Applications of Derivatives: Optimization Problems
- 2. The course this lesson/module belongs to is:** Calculus I
- 3. The main objective of this lesson/module is to:** Help students use derivatives to solve optimization problems involving real-world scenarios.
- 4. The Student Learning Outcome (SLO) it addresses is:** Students will apply differential calculus to model, analyze, and solve applied problems.

5. A theoretical framework, teaching philosophy, or disciplinary lens I want to incorporate or center in this lesson is: Problem-Based Learning (PBL) with a focus on real-world modeling.

6. One aspect I want to refine or reframe is: Scaffolding problem setup and diagram creation before moving into calculus-based solutions.

7. I want to use AI to help me: Scaffold

8. My focus for enhancement is: Clarity of tasks

9. One challenge my students face with this content is: They struggle to translate a written problem into a mathematical model they can differentiate and solve.

10. I hope this enhancement will help students: Independently identify variables, constraints, and objectives when approaching optimization problems.

11. A success indicator I will look for after implementing AI support is: Students can solve optimization problems without skipping the problem-definition phase.

 **STEM Plug-and-Play Prompt:**

“I am teaching a lesson on *Optimization Problems* in my *Calculus I* class. The goal is to help students *use derivatives to solve optimization problems* and achieve the Student Learning Outcome: *Students will apply differential calculus to model, analyze, and solve applied problems*. I want to enhance this lesson by *scaffolding the problem setup and diagramming process*, with a focus on *clarity of tasks*. This lesson is informed by *Problem-Based Learning (PBL)*, which I want to incorporate or center in the design.

Please generate *step-by-step problem setup guides, scaffolded practice problems, and real-world optimization scenarios* that support students who may need more time to process problem statements before engaging in computation, while maintaining academic rigor. Include examples of Black Excellence in STEM, such as the

engineering problem-solving contributions of *Dr. Aprille Ericsson-Jackson*, whose NASA work involves optimization principles. Note: Consider all of the above information as context to help you generate your response.”

Example 4 – African Art & Diaspora

- 1. The lesson or module I want to enhance is titled:** Syncretic Religious Arts of the African Diaspora
- 2. The course this lesson/module belongs to is:** African Art & Diaspora
- 3. The main objective of this lesson/module is to:** Examine how African spiritual traditions merged with local beliefs in Brazil, Cuba, and Haiti to produce distinctive religious art forms, such as Candomblé altars, Santería shrines, and Vodou ceremonial flags.
- 4. The Student Learning Outcome (SLO) it addresses is:** Students will analyze and interpret visual, symbolic, and functional aspects of African-influenced religious arts across the diaspora, recognizing their cultural and historical significance.
- 5. A theoretical framework, teaching philosophy, or disciplinary lens I want to incorporate or center in this lesson is:** Constructivism with a focus on Visual Culture Theory to help students connect visual analysis to cultural context.
- 6. One aspect I want to refine or reframe is:** Encouraging students to engage in deeper comparative analysis between regions rather than treating each as an isolated case study.
- 7. I want to use AI to help me:** Deepen
- 8. My focus for enhancement is:** Learning goals
- 9. One challenge my students face with this content is:** They struggle to connect symbolic motifs to their cultural origins when presented in hybrid or syncretic forms.

10. I hope this enhancement will help students: Confidently identify cross-cultural influences in art objects and articulate how historical migration, trade, and colonialism shaped these visual traditions.

11. A success indicator I will look for after implementing AI support is:

Students can produce comparative analyses of religious art from at least two diaspora locations, citing both visual and historical evidence.

 **Humanities Plug-and-Play Prompt:**

“I am teaching a lesson on *Syncretic Religious Arts of the African Diaspora* in my *African Art & Diaspora* class. The goal is to help students *examine how African spiritual traditions merged with local beliefs to produce distinctive religious art forms* and achieve the Student Learning Outcome: *Students will analyze and interpret visual, symbolic, and functional aspects of African-influenced religious arts across the diaspora, recognizing their cultural and historical significance*. I want to enhance this lesson by *deepening comparative analysis skills between regions*, with a focus on *learning goals*. This lesson is informed by *Constructivism and Visual Culture Theory*, which I want to incorporate or center in the design.

Please generate *comparative visual analysis activities, guided discussion prompts, and thematic mapping exercises* that support students who may need more time to process symbolic and cultural information, while maintaining academic rigor. Include examples of Black Excellence in cultural preservation and research, such as the work of art historian *Dr. Henry John Drewal*, whose scholarship bridges African and diasporic art traditions. Note: Consider all of the above information as context to help you generate your response.”

Example 5 – Francophone Caribbean Literature in Translation

English	Français
<p>1. The lesson or module I want to enhance is titled: The Poetry of Aimé Césaire and the Négritude Movement</p>	<p>Leçon ou module que je souhaite améliorer: La poésie d’Aimé Césaire et le mouvement de la Négritude</p>
<p>2. The course this lesson/module belongs to is: Francophone Caribbean Literature in Translation</p>	<p>Cours auquel appartient cette leçon/module: Littérature caribéenne francophone en traduction</p>
<p>3. The main objective of this lesson/module is to: Explore how Aimé Césaire’s poetry articulates the philosophy of Négritude and challenges colonial narratives through language, imagery, and cultural reclamation.</p>	<p>Objectif principal de cette leçon/module: Explorer comment la poésie d’Aimé Césaire exprime la philosophie de la Négritude et conteste les récits coloniaux à travers le langage, l’imagerie et la réappropriation culturelle.</p>

- | | | |
|----|---|---|
| 4. | <p>The Student Learning Outcome (SLO) it addresses is: Analyze literary works from the Francophone Caribbean in relation to historical, intellectual, and cultural movements, demonstrating an understanding of their social and political contexts.</p> | <p>Résultat d'apprentissage (SLO) visé: Analyser des œuvres littéraires de la Caraïbe francophone en lien avec des mouvements historiques, intellectuels et culturels, en démontrant une compréhension de leurs contextes sociaux et politiques.</p> |
| 5. | <p>A theoretical framework, teaching philosophy, or disciplinary lens I want to incorporate or center in this lesson is: Postcolonial Theory and Culturally Responsive Teaching</p> | <p>Cadre théorique, philosophie pédagogique ou perspective disciplinaire que je souhaite intégrer ou mettre au centre de cette leçon: Théorie postcoloniale et pédagogie culturellement réactive</p> |
| 6. | <p>One aspect I want to refine or reframe is: Helping students connect the imagery in Césaire's poetry to broader anti-colonial struggles and diasporic identity formation.</p> | <p>Un aspect que je souhaite affiner ou reformuler: Aider les étudiants à relier l'imagerie poétique de Césaire aux luttes anticoloniales plus larges et à la formation de l'identité diasporique.</p> |
| 7. | <p>I want to use AI to help me: Deepen</p> | <p>Je veux utiliser l'IA pour: Approfondir</p> |

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|-----|--|--|
| 8. | My focus for enhancement is: Student engagement | Mon axe d'amélioration est: Engagement des étudiants |
| 9. | One challenge my students face with this content is: Difficulty unpacking dense symbolic language and understanding its political implications without historical background. | Un défi que mes étudiants rencontrent avec ce contenu: Difficulté à décoder un langage symbolique dense et à comprendre ses implications politiques sans contexte historique. |
| 10. | I hope this enhancement will help students: Engage more critically and confidently with complex poetic texts while making connections to broader African diaspora movements. | J'espère que cette amélioration aidera les étudiants à: S'engager de manière plus critique et confiante avec des textes poétiques complexes tout en établissant des liens avec les mouvements plus larges de la diaspora africaine. |
| 11. | A success indicator I will look for after implementing AI support is: Students' ability to independently analyze a stanza from Césaire's | Indicateur de réussite que je rechercherai après l'intégration du soutien de l'IA: Capacité des étudiants à analyser de manière autonome une strophe |

work and link it to specific historical and philosophical concepts.

de l'œuvre de Césaire et à la relier à des concepts historiques et philosophiques précis.

Humanities Plug-and-Play Prompt

English:

“I am teaching a lesson on the poetry of Aimé Césaire and the Négritude Movement in my *Francophone Caribbean Literature in Translation* class. The goal is to help students explore how Césaire’s poetry embodies the philosophy of Négritude and achieve the Student Learning Outcome: analyze literary works from the Francophone Caribbean in relation to historical, intellectual, and cultural movements. I want to enhance this lesson by deepening the analysis of symbolic language and historical context, with a focus on student engagement. This lesson is informed by Postcolonial Theory and Culturally Responsive Teaching, which I want to incorporate in the design.

Please generate discussion questions, primary source analysis activities, and visual/media analysis exercises that support students who may need more time to process or organize complex literary and historical information, while maintaining academic rigor. Include examples of Black Excellence in the humanities, such as the contributions of African diaspora poets, philosophers, and cultural leaders connected to Négritude and anti-colonial thought. Note: Consider all of the above information as context to help you generate your response.”

Français :

“ J’enseigne une leçon sur la poésie d’Aimé Césaire et le mouvement de la Négritude dans mon cours de *Littérature caribéenne francophone en traduction*. L’objectif est d’aider les étudiants à explorer comment la poésie de Césaire incarne la philosophie de la Négritude et à atteindre le résultat d’apprentissage suivant : analyser des œuvres

littéraires de la Caraïbe francophone en lien avec des mouvements historiques, intellectuels et culturels. Je souhaite améliorer cette leçon en approfondissant l'analyse du langage symbolique et du contexte historique, avec un accent sur l'engagement des étudiants. Cette leçon s'appuie sur la théorie postcoloniale et la pédagogie culturellement réactive, que je souhaite intégrer dans la conception.

Veillez générer des questions de discussion, des activités d'analyse de sources primaires et des exercices d'analyse visuelle/médiatique qui soutiennent les étudiants ayant besoin de plus de temps pour traiter ou organiser des informations littéraires et historiques complexes, tout en maintenant une rigueur académique. Incluez des exemples d'excellence noire dans les sciences humaines, tels que les contributions de poètes, philosophes et leaders culturels de la diaspora africaine liés à la Négritude et à la pensée anticoloniale. Remarque: Considérez toutes les informations ci-dessus comme un contexte pour vous aider à générer votre réponse."

Example 6 – African American History & Public Memory

1. **A specific learning challenge I have observed is:** Students often struggle to connect historical facts with the evolving ways African American history is remembered, commemorated, and represented in public spaces.
2. **I believe this is primarily a:** Skill gap (critical analysis of public narratives)
3. **A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Historical Memory Studies and Public History Methodology
4. **One concept or skill students consistently struggle with is:** Analyzing how monuments, museums, and public art reflect or obscure African American experiences and perspectives.
5. **I want to prompt AI to help me design a solution that addresses:** Guided comparative analysis of historical events and their public representations across different time periods and communities.
6. **A teaching method I currently use that could benefit from AI support is:** Case study analysis of commemorative sites.
7. **I want to provide students with additional support in the form of:** Interactive, multimedia timelines that combine archival materials with examples of commemorative practices.
8. **AI can help me develop resources that:** Curate visual, textual, and oral history materials from multiple sources for side-by-side comparison.
9. **I will use AI to generate examples or activities that:** Encourage students to critically evaluate the narratives presented in public history projects and suggest more inclusive or representative approaches.
10. **This enhancement aligns with my broader teaching goal to:** Foster historically informed, critical engagement with public narratives of African American history.
11. **One way I will assess the impact of this enhancement is:** Evaluating student-created public history proposals or exhibit mockups for depth of historical understanding and inclusivity of perspectives.

Humanities Plug-and-Play Prompt:

“In my African American History & Public Memory course, I have noticed students struggling with critically analyzing how African American history is remembered and represented in public narratives. I believe this challenge is primarily related to a skill gap. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is Historical Memory Studies and Public History Methodology.

I want to use AI to help me develop interactive timelines, case study prompts, and comparative analysis activities that address this issue while supporting student reflection and deeper learning. Please also provide examples or stories of Black Excellence in public history and memory work—such as historians, archivists, museum curators, and community leaders—whose contributions have shaped public understanding of African American history. Note: Consider all of the above information as context to help you generate your response.”

Example 7 - Epidemiology

1. The lesson or module I want to enhance is titled: *"Measuring Disease Frequency and Patterns"*
2. The course this lesson/module belongs to is: *Principles of Epidemiology*
3. The main objective of this lesson/module is to: *Introduce students to core epidemiologic measures—incidence, prevalence, morbidity, and mortality rates—and their application in analyzing disease patterns in populations.*
4. The Student Learning Outcome (SLO) it addresses is: *Calculate and interpret basic epidemiologic measures to describe and compare health outcomes across populations.*
5. A theoretical framework, teaching philosophy, or disciplinary lens I want to incorporate or center in this lesson is: *Active Learning and Inquiry-Based Learning*

6. One aspect I want to refine or reframe is: *Helping students connect numeric calculations to real-world public health decision-making and policy implications.*
7. I want to use AI to help me: *Scaffold*
8. My focus for enhancement is: *Clarity of tasks*
9. One challenge my students face with this content is: *They can perform calculations but struggle to interpret and contextualize results for public health action.*
10. I hope this enhancement will help students: *Move beyond mechanical computation toward deeper conceptual understanding and practical application of epidemiologic measures.*
11. A success indicator I will look for after implementing AI support is: *Improved performance on applied case study assignments where students must calculate measures and make evidence-based recommendations.*

 **Faculty Participant Plug-and-Play Prompt:**

“I am teaching a lesson on *Measuring Disease Frequency and Patterns* in my *Principles of Epidemiology* class. The goal is to help students understand and apply core epidemiologic measures—incidence, prevalence, morbidity, and mortality rates—and achieve the Student Learning Outcome: *calculate and interpret basic epidemiologic measures to describe and compare health outcomes across populations.* I want to enhance this lesson by *scaffolding* the connection between numerical results and real-world public health implications, with a focus on *clarity of tasks.* This lesson is informed by *Active Learning and Inquiry-Based Learning*, which I want to incorporate or center in the design.”

Section 2 Examples: Target Your Enhancement Approach

Example 1 – General Chemistry II: Acids & Bases

1. **A specific learning challenge I have observed is:** Students often struggle to differentiate between strong and weak acids/bases when given equilibrium data, leading to misconceptions in problem-solving.
2. **I believe this is primarily a:** Knowledge gap
3. **A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Constructivism — emphasizing conceptual scaffolding and real-world analogies to connect new content to prior knowledge.
4. **One concept or skill students consistently struggle with is:** Applying the relationship between K_a , pK_a , and acid strength in predicting reaction direction.
5. **I want to prompt AI to help me design a solution that addresses:** The ability to interpret acid-base equilibrium data and apply it to chemical reaction scenarios.
6. **A teaching method I currently use that could benefit from AI support is:** Guided inquiry worksheets where students analyze example problems before tackling independent work.
7. **I want to provide students with additional support in the form of:** Interactive practice problems with instant feedback and scaffolded hints.
8. **AI can help me develop resources that:** Generate varied but conceptually consistent equilibrium scenarios, ensuring students get repeated exposure to different acids/bases without rote memorization.
9. **I will use AI to generate examples or activities that:** Present K_a values in multiple formats (tables, graphs, narrative descriptions) and require students to infer acid strength and reaction feasibility.
10. **This enhancement aligns with my broader teaching goal to:** Develop students' chemical reasoning skills so they can apply equilibrium principles in unfamiliar contexts.

11. **One way I will assess the impact of this enhancement is:** Comparing student performance on targeted equilibrium questions before and after implementing AI-generated practice.

 **STEM Plug-and-Play Prompt:**

“In my General Chemistry II course, I have noticed students struggling with interpreting acid-base equilibrium data and connecting K_a/pK_a values to acid strength. I believe this is primarily a knowledge gap. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is Constructivism.

I want to use AI to help me develop interactive practice problems and scaffolded problem sets that support understanding and application.

Please also include examples of Black Excellence in chemistry, such as the work of African American chemists or chemical engineers whose research intersects with acid-base chemistry or analytical chemistry.

Note: Consider all of the above information as context to help you generate your response.”

Example 2 – Ethics of Artificial Intelligence (AI)

Now, reflect on where the opportunity for enhancement lies.

1. **A specific learning challenge I have observed is:** Students often struggle to connect abstract ethical theories with the practical implications of AI policy and design decisions.
2. **I believe this is primarily a:** pedagogy issue
3. **A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Ethical AI and Fairness Frameworks (e.g., ACM Code of Ethics, UNESCO AI Ethics Recommendations)
4. **One concept or skill students consistently struggle with is:** Applying fairness principles to evaluate the societal impact of AI systems in diverse cultural and global contexts.

5. **I want to prompt AI to help me design a solution that addresses:** The gap between ethical theory and real-world application through scenario-based learning and policy analysis.
6. **A teaching method I currently use that could benefit from AI support is:** Case study analysis of real-world AI controversies.
7. **I want to provide students with additional support in the form of:** Guided ethical decision-making templates and policy review frameworks.
8. **AI can help me develop resources that:** Simulate ethical dilemmas and generate varied scenarios for students to evaluate using fairness guidelines.
9. **I will use AI to generate examples or activities that:** Challenge students to identify ethical breaches and propose modifications aligned with the ACM and UNESCO guidelines.
10. **This enhancement aligns with my broader teaching goal to:** Equip students with the skills to ethically assess and design AI systems that are socially responsible and globally equitable.
11. **One way I will assess the impact of this enhancement is:** Pre- and post-module evaluations where students apply ethical frameworks to analyze AI case studies.

 **Faculty Participants Plug-and-Play Prompt:**

“In my *Ethics of Artificial Intelligence* class, I have noticed students struggling with applying fairness principles to evaluate the societal impact of AI systems. I believe this challenge is primarily related to a pedagogy issue. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is **Ethical AI and Fairness Frameworks** (e.g., ACM Code of Ethics, UNESCO AI Ethics Recommendations).

I want to use AI to help me develop **scenario-based case studies, guided policy analysis activities, and ethical decision-making templates** that address this issue while supporting student reflection and deeper learning. Please also provide examples or stories of **Black Excellence** in AI ethics, such

as contributions by African American AI researchers, ethicists, technologists, or advocates like Joy Buolamwini or Timnit Gebru, whose work advances fairness and social responsibility in AI. Note: Consider all of the above information as context to help you generate your response.”

Example 3 – Comparative Politics & Public Policy

1. **A specific learning challenge I have observed is:** Students struggle to apply theoretical models of policymaking to real-world political events, especially in non-U.S. contexts.
2. **I believe this is primarily a:** skill gap
3. **A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Policy Cycle Model combined with Comparative Institutionalism
4. **One concept or skill students consistently struggle with is:** Identifying how political culture and institutional structures shape policy outcomes.
5. **I want to prompt AI to help me design a solution that addresses:** The ability to bridge theory and practice through comparative analysis.
6. **A teaching method I currently use that could benefit from AI support is:** Case study comparison of policy responses to similar issues in different countries.
7. **I want to provide students with additional support in the form of:** Structured comparative analysis worksheets and guided discussion questions.
8. **AI can help me develop resources that:** Generate parallel policy case studies with variables held constant to illustrate institutional differences.
9. **I will use AI to generate examples or activities that:** Encourage students to apply theory to unfamiliar political systems.
10. **This enhancement aligns with my broader teaching goal to:** Equip students with the skills to analyze, compare, and evaluate political processes globally.

11. **One way I will assess the impact of this enhancement is:** Comparative policy briefs or presentations demonstrating theory application across contexts.

 **Faculty Participants Plug-and-Play Prompt:**

“In my *Comparative Politics* course, I have noticed students struggling with applying policymaking theories to real-world events outside the U.S. I believe this challenge is primarily related to a skill gap. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is the Policy Cycle Model combined with Comparative Institutionalism.

I want to use AI to help me develop **parallel policy case studies, comparative analysis worksheets, and guided discussion questions** that address this issue while supporting student engagement and deeper learning. Please also provide examples or stories of Black Excellence in political leadership or public policy, such as African or African diaspora leaders, policymakers, or scholars whose work illustrates comparative governance. Note: Consider all of the above information as context to help you generate your response.”

Example 4 – Digital Media & Representation

1. **A specific learning challenge I have observed is:** Students often default to surface-level observations about representation in media without connecting them to media theory or industry practices.
2. **I believe this is primarily a:** pedagogy issue
3. **A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Encoding/Decoding Model (Stuart Hall) and Intersectionality
4. **One concept or skill students consistently struggle with is:** Analyzing media texts through both audience reception and production perspectives.
5. **I want to prompt AI to help me design a solution that addresses:** The gap between critical theory and applied media analysis.

6. **A teaching method I currently use that could benefit from AI support is:**
In-class screenings followed by guided discussion.
7. **I want to provide students with additional support in the form of:**
Structured media analysis prompts and comparative media clip sets.
8. **AI can help me develop resources that:** Pair diverse media clips with analysis frameworks that encourage deeper critical engagement.
9. **I will use AI to generate examples or activities that:** Challenge students to connect production choices, cultural context, and audience reception.
10. **This enhancement aligns with my broader teaching goal to:** Develop students' media literacy skills and critical engagement with representation.
11. **One way I will assess the impact of this enhancement is:**
Student-produced media analysis essays or short video critiques applying theory to examples.

 **Faculty Participants Plug-and-Play Prompt:**

“In my *Digital Media & Representation* course, I have noticed students struggling with connecting media theory to their analysis of representation. I believe this challenge is primarily related to a pedagogy issue. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is the Encoding/Decoding Model combined with Intersectionality.

I want to use AI to help me develop **curated media clip sets, structured analysis prompts, and comparative case studies** that address this issue while supporting student reflection and deeper learning. Please also provide examples or stories of Black Excellence in media production, criticism, or cultural studies, such as filmmakers, journalists, or scholars whose work advances equity and nuanced representation. Note: Consider all of the above information as context to help you generate your response.”

Example 5 – Afro-Latin American Cultures: Race, Religion, Music, and Literature

English

- 1. A specific learning challenge I have observed is:**
Students struggle to connect abstract historical and cultural concepts—such as racialized identity, cultural invisibility, and syncretic religious practices—to concrete examples in literature, music, and lived experience.
- 2. I believe this is primarily a:** skill gap
- 3. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Decolonial Theory combined with Culturally Sustaining Pedagogy

Español

- Un desafío de aprendizaje específico que he observado es:** A los estudiantes les resulta difícil conectar conceptos históricos y culturales abstractos —como la identidad racializada, la invisibilización cultural y las prácticas religiosas sincréticas— con ejemplos concretos en la literatura, la música y la experiencia vivida.
- Creo que esto se debe principalmente a:** una brecha de habilidades
- Un marco teórico, filosofía de enseñanza o lente disciplinaria que puede informar mi enfoque de este desafío es:** La Teoría Decolonial combinada con la Pedagogía Culturalmente Sostenida

4. One concept or skill students consistently struggle

with is: Analyzing how migration and borderland dynamics shape Afro-Latin American identities, considering intersections of race, gender, and class.

Un concepto o habilidad con el que los

estudiantes suelen tener dificultades es: Analizar cómo la migración y las dinámicas de las zonas fronterizas moldean las identidades afro-latinoamericanas, considerando las intersecciones de raza, género y clase.

5. I want to prompt AI to help me design a solution that

addresses: The ability to integrate interdisciplinary sources (literary texts, music, dance, oral histories) into a cohesive cultural analysis.

Quiero solicitar a la IA que me ayude a diseñar

una solución que aborde: La capacidad de integrar fuentes interdisciplinarias (textos literarios, música, danza e historias orales) en un análisis cultural coherente.

6. A teaching method I currently use that could benefit

from AI support is: Close reading of literary texts combined with musical and visual media analysis.

Un método de enseñanza que utilizo actualmente

y que podría beneficiarse del apoyo de la IA es: La lectura atenta de textos literarios combinada con el análisis de medios musicales y visuales.

- | | |
|--|---|
| <p>7. I want to provide students with additional support in the form of: Guided comparative analysis templates and structured discussion prompts.</p> | <p>Quiero proporcionar a los estudiantes apoyo adicional en forma de: Plantillas de análisis comparativo guiado y consignas de discusión estructuradas.</p> |
| <p>8. AI can help me develop resources that: Offer multimodal case studies combining primary sources from literature, music, and religious traditions with interpretive frameworks.</p> | <p>La IA puede ayudarme a desarrollar recursos que: Ofrezcan estudios de caso multimodales que combinen fuentes primarias de la literatura, la música y las tradiciones religiosas con marcos interpretativos.</p> |
| <p>9. I will use AI to generate examples or activities that:Encourage students to trace themes of resistance, agency, and cultural continuity across multiple genres and media.</p> | <p>Utilizaré la IA para generar ejemplos o actividades que: Animen a los estudiantes a rastrear temas de resistencia, agencia y continuidad cultural a través de múltiples géneros y medios.</p> |
| <p>10. This enhancement aligns with my broader teaching goal to:Empower students to critically engage with</p> | <p>Esta mejora se alinea con mi objetivo docente más amplio de: Capacitar a los estudiantes para que se involucren críticamente con la producción cultural</p> |

Afro-Latin American cultural production and recognize its global significance.

afro-latinoamericana y reconozcan su importancia global.

11. One way I will assess the impact of this enhancement

is:Evaluating students' ability to produce analytical essays or multimedia presentations demonstrating interdisciplinary synthesis.

Una forma en que evaluaré el impacto de esta

mejora es: Evaluando la capacidad de los estudiantes para producir ensayos analíticos o presentaciones multimedia que demuestren una síntesis interdisciplinaria.

 **Faculty Participants Plug-and-Play Prompt**

English:

“In my *Afro-Latin American Cultures: Race, Religion, Music, and Literature* class, I have noticed students struggling to integrate interdisciplinary sources into a cohesive cultural analysis. I believe this challenge is primarily related to a skill gap. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is Decolonial Theory combined with Culturally Sustaining Pedagogy.

I want to use AI to help me develop **guided comparative analysis templates, structured discussion prompts, and multimodal case studies** that address this issue while supporting student reflection and deeper learning. Please also provide examples or stories of Black Excellence in Afro-Latin American literature, music, religion, or activism—such as writers, musicians, or community leaders—whose contributions illuminate the course’s themes. Note: Consider all of the above information as context to generate your response.”

Español:

“En mi clase *Culturas Afro-Latinoamericanas: Raza, Religión, Música y Literatura*, he notado que los estudiantes tienen dificultades para integrar fuentes interdisciplinarias en un análisis cultural cohesivo. Creo que este desafío está relacionado principalmente con una brecha de habilidades. Un marco teórico, filosofía de enseñanza o lente disciplinaria que puede informar mi enfoque de este desafío es la Teoría Decolonial combinada con la Pedagogía Culturalmente Sostenida.

Quiero utilizar la IA para ayudarme a desarrollar **plantillas de análisis comparativo guiado, consignas de discusión estructuradas y estudios de caso multimodales** que aborden este problema y fomenten la reflexión y el aprendizaje profundo de los estudiantes. Incluya también ejemplos o historias de Excelencia Negra en la literatura, la música, la religión o el activismo afro-latinoamericano —como escritores, músicos o líderes comunitarios— cuyas contribuciones iluminen los temas del curso. Nota: Considere toda la información anterior como contexto para generar su respuesta.

Example 6 - Business Administration

1. **A specific learning challenge I have observed is:** Students often struggle to apply theoretical business models (such as Porter's Five Forces or the Balanced Scorecard) to real-world, ambiguous business problems.
2. **I believe this is primarily a:** Skill gap
3. **A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Experiential Learning Theory (Kolb) combined with Case-Based Learning in Business Education.
4. **One concept or skill students consistently struggle with is:** Translating strategic analysis into actionable, measurable business decisions under uncertainty.
5. **I want to prompt AI to help me design a solution that addresses:**
Providing dynamic, scenario-based simulations where students can practice decision-making with real-time feedback.
6. **A teaching method I currently use that could benefit from AI support is:**
Case study discussions paired with small-group strategic planning exercises.
7. **I want to provide students with additional support in the form of:**
Interactive digital scenarios that adapt based on the decisions students make, showing short- and long-term business impacts.
8. **AI can help me develop resources that:** Generate realistic business datasets, evolving market conditions, and competitor profiles that change with student choices.
9. **I will use AI to generate examples or activities that:** Allow students to "run" a simulated business for several decision cycles, then analyze outcomes against their strategic plans.
10. **This enhancement aligns with my broader teaching goal to:** Equip students with the analytical thinking, strategic foresight, and adaptability needed to lead in complex and uncertain business environments.

11. **One way I will assess the impact of this enhancement is:** Comparing pre- and post-simulation assessments of students' ability to integrate theory with practice in written strategy briefs.

Business Administration Plug-and-Play Prompt:

“In my *Strategic Management* course, I have noticed students struggling with applying business models like Porter’s Five Forces to ambiguous, real-world problems. I believe this challenge is primarily related to a **skill gap**. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is **Experiential Learning Theory combined with Case-Based Learning**.

I want to use AI to help me develop **interactive, scenario-based simulations and evolving case studies** that support skill development and application. Please also include examples of **Black Excellence in business and entrepreneurship**, such as the work of African American corporate leaders, economists, or startup founders whose strategies demonstrate innovation and resilience in complex markets. Note: Consider all of the above information as context to help you generate your response.”

Example 7 - Research Methods

1. **A specific learning challenge I have observed is:** Students struggle to translate complex theoretical frameworks into actionable research designs that include clear variables, hypotheses, and appropriate methodologies.
2. **I believe this is primarily a:** Skill gap
3. **A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is:** Constructivism combined with Bloom’s Taxonomy for higher-order thinking skills (application, analysis, synthesis, evaluation).

4. **One concept or skill students consistently struggle with is:** Operationalizing abstract research concepts into measurable variables and designing instruments that ensure validity and reliability.
5. **I want to prompt AI to help me design a solution that addresses:** Developing scaffolded case-based learning activities that walk students through the process of moving from theory to design.
6. **A teaching method I currently use that could benefit from AI support is:** Guided peer review of student research proposals.
7. **I want to provide students with additional support in the form of:** Interactive exemplars and annotated model research designs for different types of studies (quantitative, qualitative, mixed methods).
8. **AI can help me develop resources that:** Generate discipline-specific sample research designs based on student-provided topics, with built-in prompts for reflection and self-assessment.
9. **I will use AI to generate examples or activities that:** Simulate the iterative design process—allowing students to revise their proposals based on AI-generated feedback aligned with course rubrics.
10. **This enhancement aligns with my broader teaching goal to:** Empower students to design rigorous, ethical, and contextually relevant research projects that address real-world problems.
11. **One way I will assess the impact of this enhancement is:** Comparing pre- and post-intervention proposal scores, with emphasis on clarity, methodological appropriateness, and operationalization of variables.

 **Faculty Participants Plug-and-Play Prompt:**

“In my *Advanced Research Methods* class, I have noticed students struggling with operationalizing abstract concepts into measurable variables and designing appropriate methodologies. I believe this challenge is primarily related to a skill gap. A theoretical framework, teaching philosophy, or disciplinary lens that can inform my approach to this challenge is Constructivism combined with Bloom’s Taxonomy for higher-order thinking skills.

I want to use AI to help me develop scaffolded case-based activities and interactive

exemplars that address this issue while supporting student reflection and deeper learning. Please also provide examples or stories of Black Excellence in research design and methodology—such as groundbreaking work by African American social scientists, public health researchers, or data scientists—that can inspire students and demonstrate the real-world impact of rigorous research. Note: Consider all of the above information as context to help you generate your response.”

“Next Level Prompt” Sample Lesson

This is the sample lesson shared at the beginning of the workshop that was generated using a “Next Level Prompt”.

Lesson Title: Building Strong Arguments with Counterpoints and Culture

Student Learning Outcome (SLO): Write clearly and persuasively for different audiences.

PART 1: Step-by-Step Guide – Writing a Persuasive Essay with Counterarguments

Step 1: Choose a Persuasive Topic

- Choose an issue that matters to you and your community.
- Example topics:
 - The importance of HBCUs in higher education
 - Police reform and community investment
 - Making financial literacy a high school requirement

Cultural Relevance: Discuss how figures like **Dr. Mary McLeod Bethune** used persuasive advocacy to fight for Black education and civil rights.

Step 2: Define Your Claim

- Clearly state your argument (thesis).
- Use strong, assertive language: “*I believe...*”, “*It is essential that...*”, “*We must...*”

Example:

Claim: HBCUs are critical in closing the racial equity gap in education and employment.

Step 3: Identify Your Audience

- Tailor your tone and evidence to fit the audience:
 - Peers? Academic? Policymakers?

Prompt for students: Who needs to hear your argument most? How would you persuade a person with an opposing view?

Step 4: Gather Supporting Evidence

Use:

- Statistics
- Examples
- Expert opinions
- Personal experience (as appropriate)

Black Excellence Example: Use **Kimberlé Crenshaw’s** work on intersectionality as a persuasive framework to argue for inclusive policies.

Step 5: Develop a Counterargument

1. Acknowledge an opposing view.
2. Refute or qualify it with evidence.
3. Reinforce your position.

Example:

Counterargument: Some critics argue that HBCUs are outdated in today’s diverse education system.

Rebuttal: However, data shows HBCUs produce a disproportionate number of Black professionals in medicine, law, and education.

Black Excellence Spotlight:

Ta-Nehisi Coates, in *Between the World and Me*, addresses critics while still advancing a clear, culturally-rooted argument about systemic racism.

Step 6: Write a Persuasive Conclusion

- Restate your thesis in a powerful way.
- Leave the reader with a clear call to action or final thought.

Example: “To ensure an equitable future, we must continue to invest in institutions that have always invested in us.”

PART 2: Scaffolded Outline Template

Section	Purpose	Student Prompts
I. Introduction	Hook + Thesis	“Why should people care about this topic?”
II. Background Info	Provide context	“What do people need to know first?”
III. Main Argument #1	First strong point	“What’s one reason this argument matters?”

IV. Main Argument #2	Second strong point	“What evidence supports this?”
V. Counterargument + Rebuttal	Show complexity	“What would someone say against this—and how do you respond?”
VI. Conclusion	Call to action or summary	“What do you want your audience to remember or do?”

PART 3: Practice Activity – *Counter the Claim*

Prompt: Below is a claim. In pairs or small groups, develop a counterargument and a rebuttal.

Claim: “Students should not be allowed to use AI tools in writing classes.”

Counterargument Example: Some argue that AI tools give students an unfair advantage or promote laziness.

Rebuttal Example: AI can serve as a scaffold for students with learning gaps or language barriers, promoting equity when used ethically and transparently.

PART 4: Spotlight on Black Excellence

Use these figures as persuasive role models or case study examples:

Person	Contribution	Application in Persuasion
Ida B. Wells	Investigative journalist, anti-lynching crusader	Showed how data and emotional appeals can work together
James Baldwin	Essayist and social critic	Modeled nuanced rebuttals and deeply human storytelling
Angela Rye	Political analyst	Demonstrates how to tailor arguments for public and policy audiences
Brittney Cooper	Professor, cultural critic	Engages counterarguments around race, gender, and power
Mariame Kaba	Prison abolitionist	Teaches readers to think beyond binary arguments

Wrap-Up Exit Ticket Options:

- “One thing I learned about building a counterargument today is...”
- “Someone I learned about today who inspires me to speak up is...”
- “A question I still have about persuasive writing is...”