AI-Integrated Assignment Models – School of Business

Core Philosophy: Moving from Product to Process

Traditional assignments often reward only the final submission. AI-integrated design shifts the focus to the thinking process. By requiring "Process Evidence," instructors gain insight into how learning occurred, ensuring that AI helps to expand inquiry rather than bypass it.

School of Business (SBUS) Example 1: Case-Based Ethical Debate

Overview

This example uses AI to help students in the **ECON 230 Business Ethics** course navigate complex professional dilemmas in the business world, while focusing on building persuasive, evidence-based arguments.

- **The Model:** Students analyze a real-world ethical dilemma using AI as a research and brainstorming partner.
- **AI’s Role (Exploration):**
    - Generating multiple perspectives on a dilemma.
    - Identifying relevant ethical frameworks.
    - Mapping stakeholder viewpoints.
- **Student’s Role (Analysis):**
    - Critically evaluating AI-generated arguments for bias or inaccuracy.
    - Comparing competing ethical positions.
    - Defending a final position with evidence-based conclusions.
- **Key Benefit:** AI handles the "breadth" of perspectives, while students are held accountable for the "depth" of reasoning.

The detailed assignment layout and description is provided below.

The assignment is split into two sections to be delivered over two class meetings in a week. For illustration purposes, we use Monday - Wednesday as the first and second day that the class meets in the week. In this two-part activity, students first build foundational AI literacy and ethical awareness, then apply those skills in a structured debate around a real or realistic business

ethics dilemma. AI is used to help students explore multiple perspectives, identify relevant ethical frameworks, and generate possible pro and con arguments; however, students remain responsible for evaluating the quality, accuracy, bias, and reliability of AI-generated outputs.

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ECON 230 – Business Ethics
Week 07 AI Integration Exercise

Learning Objectives

By the end of this week, students will be able to:

- Explain core principles of AI ethics

- Evaluate ethical tensions in generative AI use

- Construct and defend evidence-based ethical arguments

- Identify bias, privacy, transparency, and reliability risks in AI systems

- Apply responsible AI practices in business contexts

MONDAY SESSION (FOUNDATIONS)

Goal: Build baseline AI literacy before the debate

In-Class Preparation

Students should review:

AI Ethics Principles – Instructor slide deck (40 min)

LinkedIn Learning Videos (by Pinar Seyhan Demirdag):

- What is Generative AI (3:33)

- How generative AI is different than other types of AI (2:12)

- How Generative AI works (4:48)

Instructor Focus

- Introduce generative AI concepts
- Frame ethical considerations in business use
- Prepare students for Wednesday’s structured debate

WEDNESDAY SESSION

Section 1: Structured Class Debate (53 minutes)

- Optional Warm-Up (5 minutes)

  Activity: AI in My Day

  Students track and briefly share AI interactions from the past 24 hours.

- Class Debate Introduction

  Debate Motion (Example)

  “Using copyrighted materials for AI model training without explicit licenses is fair use.”

- Step-by-Step Flow

  1. Debate Introduction (2 minutes)
  2. Distribute Materials (case narrative + pro/con hand out briefs)

     Sample Pro and Con debate hand out generated with ChatGPT available here for reference.

     (Optional: Students teams may use AI to develop strong pro argument and con argument for debate)
  3. Team Preparation (10 minutes)
  4. Team Debate (25 minutes)
  5. Instructor-Led Debrief (8 minutes)

     (Instructor maybe include a compromise policy with related enforcement details.)

6. Conclusion (3 minutes)

Section 2: AI Ethics Literacy (28 minutes)

- Post-Debate Video Review (8 minutes)

  LinkedIn Learning Videos:

  - Moral and executive skill set required to work with GenAI (3:15)

  - What are the ethical considerations in AI (2:01)

  - How can we practice responsible AI in a business setting (1:56)

  - EPIC AI Ethics Module (20 minutes) (embedded into Blackboard)

    Focus areas:

    - Bias mitigation

    - Data privacy

    - Transparency

- Students then fill out a short post-debate reflection survey at the end of the class (Appendix 1), which can also be provided as a take home online survey. (10 min)

Key Ethical Themes to Reinforce

- Algorithmic bias

- Data privacy protections

- Transparency and explainability

- Reliability and risk management

- Responsible AI governance in business contexts

Instructor Preparation Checklist

- Review AI ethics slide deck

- Prepare debate handouts

- Verify LinkedIn Learning access

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KEY TAKEAWAY -

AI should support exploration, but students would own the analysis.

This assignment illustrates a practical way to move students beyond opinion-based responses toward persuasive, evidence-based ethical reasoning. AI can help students generate a wider range of arguments, stakeholder perspectives, and ethical considerations, but the core learning occurs when students critically examine those outputs, identify gaps or weaknesses, verify claims, and decide which arguments are most defensible.

Requiring **process evidence** such as re-prompting logs (not accepting the first output AI generates), live evaluation of AI-generated pro/con lists in class, student annotations, source checks, and short reflections on how AI outputs were revised or rejected helps faculty assess not only the final debate performance but also the students’ reasoning, judgment, and responsible use of AI. For faculty, this model offers a transferable structure for integrating AI into assignments while preserving academic rigor, transparency, and student accountability.

School of Business (SBUS) Example 2: The Experiential Learning Advisor Bot

Course: ANLC 801 – Analytics Capstone
Tool: BoodleBox Custom Bot

1. Introduction

Real world Experiential learning in data analytics presents unique challenges: students must manage client / employer expectations, navigate messy real-world datasets, and maintain professional communication all while applying advanced technical skills. The **Experiential Learning Advisor Bot** was developed in BoodleBox to serve as a 24/7 project mentor. Unlike a traditional search engine or a generic AI, this bot is specifically tuned to the business analytics project lifecycle, guiding students through the transition from academic theory to professional practice.

2. Purpose and Deployment

Purpose

The primary goal of the bot is to provide scaffolded support for the "soft" and "strategic" elements of data projects that often overwhelm students. It is designed to:

- **Scope Problems:** Assist in refining vague business problems into actionable SMART objectives.
- **Workflow Optimization:** Guide teams in establishing effective remote collaboration and project management structures.
- **Professional Communication:** Provide templates and feedback for client-facing interactions.
- **Strategic Design:** Offer advice on dashboard design, data storytelling, and thematic consistency.

Deployment

The bot was integrated into the course via the BoodleBox platform. Students were instructed to interact with the bot using high-quality prompts that included:

1. **Objective:** What they wanted to achieve.
2. **Context:** The specific details of their client project or dataset.
3. **Constraints:** Any limitations (e.g., data privacy, specific software like R or Tableau).
4. **Output Format:** How they wanted the information delivered (e.g., a project timeline, a draft email, or a list of potential variables).

3. Benefits to Students and Faculty

Based on student reflections and course outcomes, the bot provided significant value across several dimensions:

Benefits to Students

- **Enhanced Critical Thinking:** Students used the bot to verify their own understanding. One student noted they cross-referenced AI-generated content with their own R code to ensure their analytical results were accurate.
- **Overcoming "Analysis Paralysis":** The bot helped students identify the "main problem" in datasets and suggested potential calculations (e.g., deriving a "days late" variable), acting as a catalyst for idea creation.
- **Professional Communication Support:** When teams faced data delays from clients, the bot helped draft professional messages to the sponsoring employer, which successfully cleared communication bottlenecks and accelerated project progress.
- **Strategic Curation:** Students learned the "significance of being simple and accurate," using the bot to help them subtract unnecessary information and focus on what was universally understandable for management decision-making.
- **Safe Failure Space:** The bot allowed students to test ideas and mitigate illusions (hallucinations) by providing secondary reinforcement prompts, teaching them how to critically evaluate AI output.

Benefits to Faculty

- **Scalable Mentorship:** The bot handled routine project management and brainstorming queries, allowing the professor to focus on high-level technical guidance and final evaluations.
- **Visibility of Process:** By encouraging students to document their bot interactions, the faculty gained insight into the students' problem-solving logic and how they navigated project hurdles.
- **Improved Project Quality:** The bot’s emphasis on SMART objectives and professional communication resulted in more polished deliverables and better-managed client relationships.
- **AI Literacy Integration:** The assignment naturally taught students the limitations of AI, specifically that it cannot replace a deep understanding of the dataset preparing them for the reality of AI-augmented workplaces.

FINAL TAKEAWAY

The Three-Part Design Framework for AI Integrated Assignments

1. **Assignment Goal**: A well-designed AI-integrated assignment should begin with a clearly defined assignment goal that identifies the specific competency students are expected to develop, such as analysis, synthesis, evaluation, communication, or problem-solving.
2. **AI Use Parameters**: Once the learning goal is established, faculty should articulate clear AI use parameters by specifying which AI tools students are permitted to use, the purposes for which those tools may be used, and which parts of the assignment must be completed independently.
3. **Process Evidence**: Finally, the assignment should require process evidence so that students document how they engaged with AI throughout their work, such as by submitting critiques of AI-generated outputs, explaining revisions they made after reviewing AI responses, or reflecting on how AI shaped or failed to shape their final thinking.

APPENDIX 1

ECON 230 — Business Ethics | POST-EXERCISE SURVEY (Wed, Week 07)

Student Name: _____

Part A: Rate Your Understanding Now (1–5 Scale)

After the exercise, indicate how much you agree with each statement.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have a stronger understanding of generative AI and how it works.	○ Strongly Disagree	○ Disagree	○ Neutral	○ Agree	○ Strongly Agree
2. I am more confident identifying ethical risks in AI systems (e.g., bias, privacy).	○ Strongly Disagree	○ Disagree	○ Neutral	○ Agree	○ Strongly Agree
3. I can better evaluate whether an AI use case is ethically responsible.	○ Strongly Disagree	○ Disagree	○ Neutral	○ Agree	○ Strongly Agree

Part B: Short Response (2–3 sentences each)

Answer briefly — reflect on what changed through today's exercise.

4. How did today's debate or discussion change (or reinforce) your thinking about AI ethics?

5. Describe one specific thing you will do differently when using AI tools after today's exercise.