4 Simple Ways to Integrate AI into Your Class

Mohamed ElAzab, Ph. D

Many educators have taken early, eager steps forward with generative AI over the last year, weighing the technology's benefits and challenges and experimenting with large language models (LLMs) to enhance and personalize student learning. Others have remained cautious, the path forward uncertain.

If you're among the cautious, it's OK. Perhaps you simply haven't had time to experiment with the technology yourself. Or you've dabbled with it, but you're just not sure how to effectively weave generative AI into your course. Keeping AI at a distance may seem like a comfortable status quo, but classrooms that don't incorporate it risk being perceived as static or, worse, irrelevant.

The good news is that incorporating AI tools into your course doesn't have to disrupt your existing teaching methods or completely overhaul your syllabus. Here are four simple yet transformative ways you can incorporate AI in your classroom.

1. Ask students to critique AI's output

Rather than shy away from AI use for assignments, embrace it; ask students to prompt the AI to produce an essay on a topic of their choosing, suggest Ethan Mollick, associate professor at the Wharton School of the University of Pennsylvania, and Lilach Mollick, director of pedagogy at Wharton Interactive. Then, ask students to take a close look at what ChatGPT produced—have them critique the essay their bot created and steadily improve it by checking facts, adding new information, clarifying points, and layering in analysis and insight.

What students ultimately submit, then, is their improved essay and a write-up of their reflections on where generative AI excelled and where it fell short.

This exercise pushes students to think critically about the AI's output and clearly articulate their ideas for improvement. Likewise, it takes advantage of the AI's propensity to simplify complex topics, while using its lack of insightful analysis as a backdrop for students to provide deep evidence of understanding.

For more guidance on getting started with AI in your classroom, read Ethan

Mollick and Lilach Mollick's full article, "Why All Our Classes Suddenly Became AI Classes."

2. Have students compare the results of different generative AI tools

To boost his students' AI fluency, Oguz A. Acar, professor of marketing and innovation at King's Business School, asks them to seek out, use, and then compare the results of a diverse set of generative AI tools: market research tools (like CleverX or AlphaSense), content creation tools (like OpenAI's ChatGPT or Anthropic's Claude), and visual design tools (like Midjourney or Adobe Firefly), for example. He has students document their overall search process, detailing not just the tools they chose, but also the ones they didn't—and why.

This process fuels a broader exploration of potential tools, he says. Plus, students discover which tools best suit a particular type of problem, encouraging a sense of curiosity and exploration that will serve them well in their future careers.

This exercise is part of Acar's four-part framework to develop students' generative AI skills, which he calls PAIR. For more details on the PAIR framework, read his full article, "Are Your Students Ready for AI?"

3. Encourage students to use AI as a study buddy

You can help your students be better prepared for discussions and assessments by showing them how to use AI tools for self-testing and self-study. Mitchell Weiss, the Richard L. Menschel Professor of Management Practice at Harvard Business School, suggests having students prompt ChatGPT to generate questions related to specific topics or to clarify areas of uncertainty.

Students can get fairly detailed in how they set up their self-assessments if they want to, Weiss says. He created a sample prompt that a business student might use to gauge their readiness for a class discussion. The student might write:

I am having a bit of a hard time with concepts related to early-stage financing. Please test me on the following: pre-money valuation, post-money valuation, investment size, and ownership stakes. I'd like you to ask me three questions in succession. Wait for my answer on each, and then assess my answer. Do not give me the answer, even if I ask. Instead, if I am

struggling or get the wrong answer, please give me a hint. Start now with the first question.

According to Weiss, the more detailed the prompt is in explaining the basic goal and giving background information, the better the tool will be at delivering relevant and accurate results. Since the prompt instruction asks the AI not to provide the correct answer when students are incorrect, it will instead offer a hint that can be useful for the student trying to figure it out on their own.

Using AI in this way offers students a convenient tool to evaluate their understanding of course concepts, says Weiss, and is a helpful technique for students to better prepare for class discussions.

For more ways AI tools can enhance your students' learning potential, watch Weiss's full webinar, "How ChatGPT and Other AI Tools Can Maximize the Learning Potential of Your Case-Based Classes."

4. Use AI to create low-stakes quizzes

Low-stakes assessments like practice tests or study questions are useful learning tools—but they can be time-consuming to create and evaluate.

Generative AI can help educators streamline the creation and grading of quizzes, advise Ethan Mollick and Lilach Mollick.

Here's a sample prompt you can use for creating a quiz:

You are a quiz creator of highly diagnostic quizzes. You will make good, low-stakes tests and diagnostics. You will then ask me two questions: what, specifically, the quiz should test, and what audience the quiz is for. Once you have my answers you will construct several multiple-choice questions to quiz the audience on that topic. The questions should be highly relevant and go beyond just facts. Multiple-choice questions should include plausible, competitive alternate responses and should not include an 'all of the above' option. At the end of the quiz, you will provide an answer key and explain the right answer.

Here's an example of what AI's response would look like:

It's important to evaluate the AI's output; the quiz questions may not be reliable or at the right level for your students. If the output isn't suitable, Ethan Mollick and Lilach Mollick suggest working with the AI (i.e., having a conversation with it) to simplify complex topics, adding a variety of new examples, or modifying the quizzes it generates.

For additional strategies on using ChatGPT to help lighten your workload, read Ethan Mollick and Lilach Mollick's full article, "Let ChatGPT Be Your Teaching Assistant."

Start small—but start somewhere

Integrating AI into your teaching doesn't have to be overwhelming. Start by finding one small, impactful way to include AI in your assignments. And remember to also set your students up for success by providing guidelines that demonstrate the proper way to use AI tools. Doing this will ensure there's less ambiguity about what students can expect from the AI, from "hallucinations" to privacy concerns.

Generative AI tools are here to stay, and their capabilities are rapidly advancing, unlocking even more opportunities for higher ed. By embracing AI for activities like quiz generation and comparative analysis, educators are paving the way for a more dynamic and future-focused educational experience for their students. It's time to jump in.

- **Refferences**

Ethan Mollick is an associate professor at the Wharton School of the University of Pennsylvania, where he studies and teaches innovation and

entrepreneurship. His papers have been published in top management journals and have won multiple awards. His book on AI, *Co-Intelligence: Living and Working with AI*, is a *New York Times* bestseller. He is also the co-director of the Generative AI Lab at Wharton, which builds prototypes and conducts research to discover how AI can help humans thrive while mitigating risks.

Lilach Mollick is the co-director of the Generative AI Lab at Wharton, which builds prototypes and conducts research to discover how AI can help humans thrive while mitigating risks. Prior to the Generative AI Lab at Wharton, she served as the director of pedagogy at Wharton Interactive. In this role, she focused on developing pedagogical strategies for interactive teaching, including innovative learning approaches through alternate reality games and simulations.

Oguz A. Acar is a professor of marketing and innovation at King's Business School, King's College London, and a research affiliate at Harvard University's Laboratory for Innovation Science. His research focuses on

collective innovation, particularly on digital platforms, and the psychology of AI.

Mitchell Weiss is the Richard L. Menschel Professor of Management Practice and chair of the MBA Required Curriculum at Harvard Business School.

-