

Activities for Engaging with Generative AI

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Rules for Activities

1. Try them out
2. They won't be perfect
3. It's ok to adjust/adapt the prompts to suit your needs/wants
4. You can experiment but be sure to share back what you did and what you found
5. The goal is to learn more about different ways to use this

Activity 1: Edge Cases with AI Policy

Step 1: Individual Work (8 minutes)

1. Review the case study in your discipline.
2. Write down your answers to the questions listed and anything else you feel that you would do in approaching the scenario.

Step 2: Work with Generative AI (5 minutes)

1. Go to one of the following generative AI tools.
 - a. [ChatGPT](#)
 - b. [Claude](#)
 - c. [Perplexity](#) (do not need an account).
2. Copy the following prompt (but where you see [], enter in specific information requested).
 - a. *You are an expert in teaching, assessing, and supporting students in **[Discipline of the case study]**. You are navigating the balance between what generative AI can do to benefit teaching and learning and also have concerns about how it might impede or obstruct the learning process. I will provide you with a case study and you will provide 5 recommendations for how you would work with those students in that context. Your recommendations should be in a table form that includes 4-5 sentences about each recommendation, a rating on 1-5 (5 the hardest) on how easy-hard implementation would be, and 3 pieces of advice on how you would revise or adjust your course the next time you are teaching it to prevent this. Say, "Let's begin" when you are ready for the scenario.*
3. Review the results and choose one of prompts below to enter in:
 - a. *"Expand option **[#]**. In particular, provide a detailed explanation of how I would do that. Include the necessary and helpful steps, the amount of time each step would take, why this step is important, what other resources that are out there that might help me with this."*
 - b. *"Provide 5 completely new recommendations in the same format."*
 - c. *"I have limited time and limited resources. Choose the easiest to instill option that also will effectively resolve the tension. Explain and justify your choice."*
4. Review the results and follow up with more questions if needed.
5. Enter the following prompt & review the results

- a. *"Returning to the case study itself and the concerns, challenges, and opportunities with generative AI. Please provide 5 different and distinct answers to this question. Ground your answers in different effective and inclusive pedagogies: **[Copy/paste the 1st question]**"*
6. Enter the following prompt & review the results
 - a. *"Returning to the case study itself and the concerns, challenges, and opportunities with generative AI. Please provide 5 different and distinct answers to this question. Ground your answers in different effective and inclusive pedagogies: **[Copy/paste the 2nd question]**"*
7. Enter the following prompt & review the results
 - a. *"Returning to the case study itself and the concerns, challenges, and opportunities with generative AI. Please provide 5 different and distinct answers to this question. Ground your answers in different effective and inclusive pedagogies: **[Copy/paste the 3rd question]**"*

Step 3: Breakout Room AI (8 minutes)

1. In groups of 2-3, share the following
 - a. What did you have that the generative AI did not?
 - b. What did the generative AI suggest that you hadn't thought of?
 - c. What was most useful and/or most surprising in this exercise?
2. Be prepared to share back your thoughts (vocally or in the chat).

Activity 2: Engaging with AI Personas

Step 1: Reviewing AI personas (10 minutes)

1. You will be placed in breakout rooms.
2. Review the [Personas](#) created down below
3. Discuss what you notice about the personas
4. Discuss how you might use personas for your own work (in teaching or in your discipline if relevant).

Step 2: Engaging with AI Personas (10 minutes)

1. As a group choose 1 persona that you would like to use for this exercise.
2. One person volunteer to share their screen so everyone can see the results.
3. Go to whichever AI tool the volunteer is comfortable with using.
4. Use the following prompt and be sure to copy and paste the persona you chose where indicated.
 - a. *You are an expert in the diversity of experiences and lives of college students including traditional and nontraditional students. You will take the following student profile and role as that student in all the interactions that follow.*

As you are asked questions, come up with answers that feel grounded in the specific details provided in the persona coupled with everything you know about the diversity of student experiences. Draw upon research to inform concrete and real-life answers.

The goal will be to fully act as this person, including creating background experiences and life history. Your manner and tone in your responses should reflect who the student is not sound like a generative AI output. You will use that to engage with me, a faculty member, trying to figure out how best to improve teaching and learning in my course.

Here is your profile:

[Copy and paste the persona you chose]

As the conversation goes on, be sure to ask questions whenever more information would yield better and more detailed results. When you are ready for the first interaction in this roleplay, say "ready"

5. As a group, decide if each person wants to take a turn in getting to ask a question or just collectively, you will come up with questions to ask.
6. Feel free to start with any of these or come up with your own:
 - a. *Tell me about yourself. How did you end up here at Post University?*
 - b. *Given your background, what are the best means of providing assessments and ways to give feedback*
 - c. *Give your background and experiences as a student, how might I support and encourage you to use generative AI in ways that are in alignment with the AI policy usage in this course? What might you positively respond to?*
 - d. *What would be useful questions to ask you to get to know you better and think about how to design my course with you in mind?*
 - e. *I am teaching a course in **[Your discipline]**. What kinds of approaches would you find interesting and engaging?*
7. Collectively consider the following:
 - a. How useful could doing activities like this be for you?
 - b. How might you further develop, extend, or alter an activity like this?
 - c. What kind of ways might you use something like this in your courses?
 - d. How might you have students try to use or create things like this that they then work with in some capacity?
8. Be prepared to report back.

Case Studies

Accounting

In an accounting class, students use AI to analyze complex financial transactions and identify potential areas of tax inefficiency for a hypothetical corporation. The AI tool provides a detailed breakdown of tax-saving strategies based on current legislation. Students then use these insights to propose tax planning strategies for their final project. The AI tool's accuracy and the students' interpretation of tax laws become central to the exercise.

1. How can faculty assess whether students understand tax principles independently of the AI-generated strategies?
2. In what ways can educators ensure that students are critically evaluating AI suggestions rather than accepting them at face value?
3. What teaching methods could be used to encourage deeper engagement with the complexities of tax law beyond AI-generated summaries?

Biology

A student in a biology course employs an AI tool to simulate the effects of genetic mutations on certain species. The AI tool provides detailed predictions on how these mutations could impact the species' survival and adaptation. The student then uses this information to propose conservation strategies for endangered species. However, the student's understanding of the underlying genetic principles remains unclear.

1. How can we assess the depth of the student's understanding of genetic principles apart from the AI-generated predictions?
2. To what extent should the student's conservation strategies be valued as original when they are heavily based on AI simulations?
3. What guidelines should be in place for students to differentiate between AI assistance and their own analytical skills in such projects?

Business Administration

In a business administration course, students use an AI tool to generate comprehensive market analysis reports. These reports include consumer behavior trends, industry forecasts, and competitor analysis. Students then develop business strategies based on these AI reports, integrating them into their final project submissions. The main concern is the students' actual understanding of market dynamics independent of AI-generated insights.

1. How can faculty determine the extent to which students have engaged with and understood the market beyond the AI-generated data?
2. What measures can be implemented to ensure that students are not overly reliant on AI for strategic business planning?
3. How should faculty encourage critical thinking and independent analysis in strategy formulation when students utilize AI tools?

Child Studies

Students in a child studies program use AI to analyze vast amounts of data on child development and learning patterns. Based on this analysis, they propose new educational strategies and interventions. While the AI provides insights into effective learning models, the students' role in creatively applying these insights to real-world educational settings is crucial.

1. How can we evaluate the originality and practicality of the educational strategies proposed by students when they are heavily informed by AI data analysis?
2. What criteria should be used to assess students' ability to apply AI-generated insights to diverse educational contexts?
3. In what ways can we ensure that students maintain a critical perspective on the data provided by AI, especially in the context of child development?

Communication and Media Studies

A student in a communication and media studies course uses AI to draft initial versions of a media campaign, including key messages, slogans, and visual concepts. The student then refines these drafts, adding personal touches and adapting them to a specific target audience. The concern is the balance between AI-generated content and the student's creative input in the final campaign.

1. What benchmarks should be set to determine the level of originality and creativity in a student's campaign that initially relied on AI?
2. How can faculty guide students to critically engage with and transform AI-generated ideas into unique and personalized media content?
3. What approaches can be implemented to encourage students to develop their own creative processes, distinct from the influence of AI tools?

Computer Information Systems

Students in a computer information systems course utilize AI to optimize and troubleshoot network security protocols. They are tasked with adapting AI-generated solutions to specific organizational contexts and presenting these adaptations as part

of their coursework. The main focus is on the students' ability to understand and apply AI solutions in practical scenarios.

1. How can instructors assess the depth of students' understanding of network security concepts when AI provides initial solutions?
2. What strategies can be employed to ensure students are not just applying AI solutions but also critically evaluating and modifying them?
3. How should faculty encourage a balance between utilizing AI tools and developing independent problem-solving skills in the field of computer information systems?

Criminal Justice

Students in a criminal justice course are using AI to simulate crime scene investigations. The AI tool generates a virtual crime scene, complete with evidence and witness statements. Students must analyze this information and develop hypotheses about the crime. The use of AI raises questions about students' ability to process and analyze evidence without AI assistance.

1. How can faculty discern the students' investigative skills from the narrative constructed by the AI?
2. What strategies might help students critically engage with AI-generated evidence and develop independent reasoning?
3. How can educators ensure that students are learning core investigative techniques and not overly relying on AI for analysis?

Data Science

In a data science course, students employ AI to handle large datasets, applying machine learning algorithms to predict market trends. They interpret these AI-generated predictions and incorporate them into analytical reports. The key concern is the balance between AI-driven insights and students' understanding of underlying data science principles.

1. How can instructors measure the depth of students' comprehension of data science concepts separate from AI outputs?
2. What teaching approaches could be effective in encouraging students to critically analyze and question AI predictions?
3. How can faculty promote a balance between leveraging AI tools and fostering foundational data science skills?

Emergency Management & Homeland Security

Students in an emergency management and homeland security course use AI to model disaster response scenarios. The AI tool provides realistic simulations of natural disasters, and students are tasked with developing and implementing response strategies. The focus is on how students adapt AI-generated scenarios to create effective response plans.

1. How can faculty evaluate the students' ability to develop practical response strategies from AI-simulated scenarios?
2. What methods can be used to ensure that students are not overly reliant on AI for decision-making in crisis situations?
3. How might educators foster skills in critical thinking and independent planning in emergency management scenarios, even when using AI tools?

Equine Studies

In an equine studies program, students use AI to analyze genetic data of horses to predict health outcomes and breeding potentials. They then apply this information to develop breeding and healthcare strategies for equine populations. The challenge lies in discerning students' understanding of equine genetics and healthcare from the AI-generated predictions.

1. How can educators assess students' grasp of equine genetics and health care independently of AI analyses?
2. What teaching strategies can be implemented to encourage students to critically evaluate AI data in the context of equine studies?
3. In what ways can faculty promote a deeper understanding of practical horse breeding and healthcare beyond the scope of AI predictions?

Finance

In a finance course, students use an AI platform to conduct in-depth analysis of financial markets, including stock trends, bond yields, and currency fluctuations. They then apply this analysis to develop investment portfolios for a virtual trading assignment. The AI provides real-time data and predictive analytics, which significantly influence the students' investment decisions. The concern is the extent to which the AI's capabilities enhance or overshadow the students' understanding of market dynamics.

1. How can faculty distinguish between AI-driven analysis and the students' own financial acumen in portfolio management?
2. What methods can be used to ensure students develop a critical understanding of market trends beyond AI predictions?

3. In what ways can instructors encourage students to engage with the ethical implications of using AI in financial decision-making?

Gaming and Esports

Students in a gaming and esports program use AI to design game levels and mechanics. The AI tool provides suggestions based on popular gaming trends and player behavior analytics. The students then refine these suggestions into a fully developed game. The primary focus is on the balance between the creativity inspired by AI and the students' original game design ideas.

1. How can educators assess the originality and creativity of a game design that originated from AI suggestions?
2. What strategies might help in encouraging students to critically develop their own unique game design identity?
3. How can faculty guide students to understand the broader implications of AI influence in the gaming and esports industry?

Human Resource Management

In a human resource management class, students use AI to analyze employee performance data and predict future workforce needs. Based on this analysis, they develop HR strategies and policies. The challenge is understanding the influence of AI on human resource decision-making and the students' ability to independently strategize.

1. How can faculty evaluate the extent to which students' HR strategies are informed by critical thinking versus AI data analysis?
2. What teaching approaches can be effective in ensuring a balance between AI assistance and independent HR policymaking?
3. In what ways can educators encourage ethical considerations in using AI for employee-related decisions?

Human Services

Students in a human services program use AI to simulate various community scenarios, including demographic changes, social issues, and resource allocation. They are tasked with developing intervention strategies based on these simulations. The main concern revolves around the students' ability to contextualize AI data in real-world community service settings.

1. How can instructors determine the level of students' understanding of complex social issues beyond AI-generated scenarios?

2. What strategies can be employed to ensure students are applying critical and empathetic thinking in developing intervention strategies?
3. How can faculty promote a nuanced understanding of the role of AI in addressing real-world social and community challenges?

Legal Studies

Legal studies students use AI to assist in legal research, drafting briefs, and preparing for mock trials. The AI tool provides case law references, legal precedents, and suggestions for legal arguments. The focus is on the students' ability to critically engage with and go beyond AI-assisted legal research to form coherent legal strategies.

1. How can educators assess the depth of students' legal understanding and argumentation skills separate from the AI tool's input?
2. What methods can be used to ensure that students critically evaluate and personalize AI-generated legal content?
3. How can faculty guide students to understand the ethical considerations of relying on AI in legal practice and research?

Management

In a management course, students use AI tools to simulate various business scenarios, including market expansion, crisis management, and employee engagement strategies. The AI provides a range of potential outcomes based on different management approaches. Students are then tasked with developing a comprehensive management plan based on these simulations. The focus is on how students synthesize AI-generated scenarios with real-world management theories and practices.

1. How can faculty assess the extent of students' understanding and application of management theories in light of AI-generated scenarios?
2. What strategies can be employed to ensure students are not overly reliant on AI for strategic decision-making?
3. How can educators encourage students to critically evaluate AI suggestions and integrate ethical considerations into their management plans?

Marketing

In a marketing class, students use AI to analyze consumer behavior data and generate targeted marketing campaigns. The AI tool provides insights into consumer preferences, trends, and potential market gaps. Students then use this information to develop a marketing strategy for a hypothetical product. The challenge lies in distinguishing between AI-driven market analysis and students' creative input in campaign development.

1. How can instructors determine the balance between AI-derived insights and the students' original marketing ideas?
2. What methods can be used to encourage students to critically assess and interpret AI data in developing unique marketing strategies?
3. How can faculty guide students to understand the ethical implications of using AI in consumer data analysis and targeted marketing?

Psychology

In a psychology course, students use AI to analyze case studies and psychological profiles. The AI tool provides detailed analyses of behavioral patterns and potential psychological disorders. Students are then required to develop treatment plans based on these analyses. The focus is on the students' ability to apply psychological theories and therapeutic techniques beyond the AI's analysis.

1. How can educators assess students' understanding of psychological theories and their application in treatment planning?
2. What strategies might help students critically engage with and go beyond AI-generated analyses in understanding complex psychological cases?
3. How can faculty encourage a holistic approach to psychology that integrates AI tools with empathetic and ethical patient care?

RN to BSN (Nursing)

Nursing students in an RN to BSN program use AI to simulate patient care scenarios, including diagnosis, treatment planning, and patient education. The AI provides realistic patient responses and medical conditions. Students must use this information to make clinical decisions and develop comprehensive care plans. The challenge is in assessing the students' clinical judgment and nursing skills in light of AI-assisted simulations.

1. How can faculty evaluate the students' clinical decision-making skills and nursing knowledge in AI-simulated environments?
2. What teaching approaches can be effective in ensuring a balance between AI reliance and independent nursing practice?
3. How can educators promote critical thinking and ethical considerations in patient care when using AI simulations for training?

Sport Management

Students in a sport management program use AI to analyze athlete performance data, team dynamics, and market trends in sports. They then apply these insights to develop strategies for team management, athlete development, and sports marketing. The main

concern is the extent to which AI analysis influences students' strategic planning in sports management.

1. How can instructors discern the students' own strategic thinking in sports management from insights derived from AI?
2. What methods can be used to ensure students develop a deep understanding of sports management beyond the data provided by AI?
3. How can faculty encourage ethical considerations and critical thinking in the application of AI in sports management and marketing strategies?

Personas

Laura Hernandez	
Demographics	Age: 20, Gender: Female, Ethnicity: Hispanic, Socio-economic background: Middle-income (\$48,001 - \$75,000 annual income)
Academic Background	Previous educational experience: High school graduate, first-time college student, Major: Business Administration, Academic strengths: Communication skills, organization, Academic weaknesses: Math and analytics
Learning Style	Preferred learning modalities: Visual and kinesthetic, Group vs. individual learning preferences: Prefers group learning and collaborative projects
Motivation and Goals	Reasons for taking the course: To develop a career in business management, Short-term goal: Achieve good grades and learn practical business skills, Long-term goal: Secure a management position in a reputable company
Challenges and Barriers	Financial concerns, balancing study with part-time work, First in family to attend college, navigating higher education system
Technology Proficiency	Comfortable with basic technology, learning to use more advanced business software
Extracurricular Interests	Member of the entrepreneurship club, enjoys playing soccer
Personality Traits	Extroverted, adaptable, curious

Aspirations and Fears	Aspires to be a successful businesswoman, fears not meeting family expectations
Feedback and Adaptation Preferences	Prefers constructive feedback, open to adapting learning strategies

Michael Johnson	
Demographics	Age: 24, Gender: Male, Ethnicity: African American, Socio-economic background: Lower-income (under \$30,000 annual income)
Academic Background	Previous educational experience: Some college, returning student, Major: Computer Information Systems, Academic strengths: Technical skills, problem-solving, Academic weaknesses: Public speaking, writing
Learning Style	Preferred learning modalities: Auditory and logical (analytical), Group vs. individual learning preferences: Prefers individual study, but open to group discussions
Motivation and Goals	Reasons for taking the course: Interest in technology and software development, Short-term goal: Learn programming languages and software development principles, Long-term goal: Become a software developer at a tech company
Challenges and Barriers	Balancing work and study, financial challenges, Limited access to high-end tech resources
Technology Proficiency	Highly proficient in basic and intermediate technology, eager to learn advanced systems
Extracurricular Interests	Enjoys coding challenges, member of a tech club, likes playing basketball
Personality Traits	Introverted, analytical, detail-oriented

Aspirations and Fears	Aspires to break into the tech industry, fears not being able to complete his degree due to financial constraints
Feedback and Adaptation Preferences	Appreciates direct and honest feedback, adaptable to new learning technologies

Aisha Patel	
Demographics	Age: 28, Gender: Female, Ethnicity: South Asian, Socio-economic background: Middle-income (\$30,001 - \$48,000 annual income)
Academic Background	Previous educational experience: Some college, returning student, Major: Human services, Academic strengths: Writing, critical thinking, Academic weaknesses: Limited experience in educational technology
Learning Style	Preferred learning modalities: Reading/Writing and Visual Group vs. individual learning preferences: Prefers a mix of individual assignments and group discussions
Motivation and Goals	Reasons for pursuing a bachelor's degree in Human Services: Passion for helping others and making a positive impact on society Short-term goal: Acquire knowledge and skills in human services Long-term goal: Work in a non-profit organization to support underprivileged communities
Challenges and Barriers	Balancing studies with part-time work Adapting to the demands of academic coursework
Technology Proficiency	Comfortable with basic technology Keen to learn and adapt to relevant software in the field
Extracurricular Interests	Enjoys volunteering for community service organizations Passionate about participating in events related to social causes

Personality Traits	Empathetic, organized, and patient
Aspirations and Fears	Aspires to make a meaningful difference in the lives of individuals and communities through human services. Fears encountering challenges in addressing complex social issues
Feedback and Adaptation Preferences	Values constructive feedback for personal and professional growth. Open to structured learning environments but willing to adapt as needed in the field of human services

Ethan Taylor	
Demographics	Age: 32, Gender: Male, Ethnicity: Caucasian, Socio-economic background: Upper-middle income (\$75,001 - \$110,000 annual income)
Academic Background	Previous educational experience: Associate degree in Criminal Justice, Major: Bachelor's in Homeland Security, Academic strengths: Leadership skills, strategic thinking, Academic weaknesses: Foreign languages, technical writing
Learning Style	Preferred learning modalities: Kinesthetic and auditory, Group vs. individual learning preferences: Prefers hands-on activities and real-world simulations
Motivation and Goals	Reasons for choosing the major: Interest in national security and law enforcement, Short-term goal: Acquire comprehensive knowledge in homeland security, Long-term goal: Pursue a career in federal law enforcement or security analysis
Challenges and Barriers	Balancing studies with a full-time job, Keeping up with the rapidly evolving nature of homeland security
Technology Proficiency	Competent with standard technology, learning specialized security software
Extracurricular Interests	Participates in community safety programs, enjoys outdoor activities like hiking
Personality Traits	Decisive, resilient, practical

Aspirations and Fears	Aspires to a significant role in national security, fears not being able to adapt to changing security scenarios
Feedback and Adaptation Preferences	Prefers direct and practical feedback, adaptable to different learning and working environments

Samantha Lee	
Demographics	Age: 21, Gender: Female, Ethnicity: Asian, Socio-economic background: High income (\$110,001 and more annual income)
Academic Background	Previous educational experience: High school graduate, currently in her junior year, Major: Marketing, Academic strengths: Creativity, communication skills, Academic weaknesses: Statistics, data analysis
Learning Style	Preferred learning modalities: Visual and social (interpersonal), Group vs. individual learning preferences: Enjoys collaborative projects and discussions
Motivation and Goals	Reasons for choosing the major: Interest in digital marketing and brand management, Short-term goal: Excel in marketing campaigns and internships, Long-term goal: Establish a career in digital marketing or brand management at a leading firm
Challenges and Barriers	High expectations from family, pressure to excel academically, Finding the right balance between creativity and analytical thinking in marketing
Technology Proficiency	Highly proficient in digital tools and social media platforms
Extracurricular Interests	Active in student marketing clubs, enjoys photography and travel
Personality Traits	Creative, ambitious, social

Aspirations and Fears	Aspires to be a leader in the marketing field, fears not being innovative enough in a competitive market
Feedback and Adaptation Preferences	Appreciates constructive and creative feedback, adaptable to new marketing trends and technologies

Brian Smith	
Demographics	Age: 35, Gender: Male, Ethnicity: Caucasian, Socio-economic background: Middle-income (\$48,001 - \$75,000 annual income)
Academic Background	Previous educational experience: Bachelor's degree in History, currently pursuing an MBA, Academic strengths: Analytical skills, research, Academic weaknesses: Quantitative analysis, time management
Learning Style	Preferred learning modalities: Logical (analytical) and reading/writing, Group vs. individual learning preferences: Prefers structured learning environments with a mix of individual and group work
Motivation and Goals	Reasons for pursuing MBA: Career advancement, desire to transition into management roles, Short-term goal: Develop business acumen and leadership skills, Long-term goal: Transition into a senior management role in his current field or start a business
Challenges and Barriers	Balancing full-time work, family commitments, and studies, Adapting to the fast-paced nature of business studies
Technology Proficiency	Proficient with standard business software, adapting to new business analytics tools
Extracurricular Interests	Involved in local community service, enjoys historical research and writing

Personality Traits	Methodical, disciplined, pragmatic
Aspirations and Fears	Aspires to be a successful business leader, fears not being able to effectively balance work, study, and family
Feedback and Adaptation Preferences	Values clear, actionable feedback; adaptable but prefers a consistent routine

Olivia Martinez	
Demographics	Age: 26, Gender: Female, Ethnicity: Hispanic, Socio-economic background: Lower-income (\$30,000 or less annual income)
Academic Background	Previous educational experience: Associate degree in Nursing, Major: Bachelor of Science in Nursing (BSN), Academic strengths: Empathy, hands-on skills, Academic weaknesses: Advanced theoretical subjects, time management
Learning Style	Preferred learning modalities: Kinesthetic and auditory, Group vs. individual learning preferences: Prefers practical, hands-on training with group collaboration
Motivation and Goals	Reasons for choosing nursing: Passion for healthcare and helping others, Short-term goal: Complete BSN and pass the NCLEX exam, Long-term goal: Work as a registered nurse, possibly specialize in pediatric nursing
Challenges and Barriers	Financial constraints, balancing studies with part-time work, Navigating the demands of a rigorous nursing program
Technology Proficiency	Comfortable with basic healthcare technology, learning specialized medical software
Extracurricular Interests	Volunteers at local healthcare clinics, enjoys yoga and mindfulness practices
Personality Traits	Compassionate, resilient, patient

Aspirations and Fears	Aspires to provide exceptional patient care, fears the stress and emotional toll of nursing
Feedback and Adaptation Preferences	Prefers supportive and constructive feedback, adaptable to various clinical settings

Kevin Nguyen	
Demographics	Age: 19, Gender: Male, Ethnicity: Asian, Socio-economic background: Upper-middle income (\$75,000 - \$110,000 annual income)
Academic Background	Previous educational experience: High school graduate, freshman at university, Major: Psychology, Academic strengths: Critical thinking, empathy, Academic weaknesses: Public speaking, statistical analysis
Learning Style	Preferred learning modalities: Visual and social (interpersonal), Group vs. individual learning preferences: Enjoys group discussions and collaborative projects

Motivation and Goals	Reasons for choosing psychology: Interest in understanding human behavior, desire to help others, Short-term goal: Gain a solid foundation in psychological theories and practices, Long-term goal: Pursue a career in clinical psychology or counseling
Challenges and Barriers	Adjusting to the demands of college life and academic rigor, Finding a balance between social activities and studies
Technology Proficiency	Very comfortable with technology, especially for research and communication
Extracurricular Interests	Active in mental health awareness clubs, enjoys photography and travel
Personality Traits	Curious, compassionate, sociable
Aspirations and Fears	Aspires to make a positive impact in mental health, fears not being able to handle the emotional challenges of the field
Feedback and Adaptation Preferences	Appreciates detailed and thoughtful feedback, adaptable to various learning environments

Rachel Wilson	
Demographics	Age: 30, Gender: Female, Ethnicity: Black, Socio-economic background: Middle-income (\$48,001 - \$75,000 annual income)
Academic Background	Previous educational experience: Bachelor's degree in Communications, Major: Master's in Public Administration, Academic strengths: Organizational skills, public speaking, Academic weaknesses: Quantitative data analysis
Learning Style	Preferred learning modalities: Auditory and reading/writing, Group vs. individual learning preferences: Prefers a balance of solo and group work, enjoys class discussions
Motivation and Goals	Reasons for pursuing a master's: Interest in public service and community development, Short-term goal: Understand public policy and administration, Long-term goal: Career in local government or nonprofit leadership
Challenges and Barriers	Juggling professional work with graduate studies, Keeping up with the changing landscape of public administration
Technology Proficiency	Competent in standard office software, learning new public administration tools
Extracurricular Interests	Involved in community service organizations, enjoys hiking and outdoor activities
Personality Traits	Leader, proactive, empathetic

Aspirations and Fears	Aspires to be an influential leader in her community, fears being overwhelmed by the challenges of public administration
Feedback and Adaptation Preferences	Appreciates clear, actionable feedback; flexible and eager to apply new knowledge

David Rodriguez	
Demographics	Age: 22, Gender: Male, Ethnicity: Hispanic, Socio-economic background: Lower-income (under \$30,000 annual income)
Academic Background	Previous educational experience: High school graduate, currently a senior Major: Sports Management Academic strengths: Sports industry knowledge, event management Academic weaknesses: Advanced mathematics, technical writing
Learning Style	Preferred learning modalities: Kinesthetic and visual Group vs. individual learning preferences: Prefers hands-on experiences and practical applications
Motivation and Goals	Reasons for choosing the major: Passion for sports and event management Short-term goal: Successfully organize a local sports event Long-term goal: Work in sports management and event planning
Challenges and Barriers	Financial constraints, limited access to some sports resources Balancing academic workload with a part-time job in the sports industry
Technology Proficiency	Proficient in basic sports management software and event planning tools

Extracurricular Interests	Active in sports-related clubs and organizations. Enjoys playing sports and attending sporting events
Personality Traits	Analytical, compassionate, sports enthusiast
Aspirations and Fears	Aspires to excel in sports management and contribute to the success of sports events. Fears challenges in the competitive sports industry
Feedback and Adaptation Preferences	Values constructive feedback for personal and professional growth. Adaptable to various learning environments, especially those related to sports and events

Prompts for Creating This Document

The following are the prompts that I used to create the personas, their images, and the case studies in this document. In each section, the prompts are meant to be sequential.

Personas Creation using ChatGPT4

Prompt #1

you're expert in creating student personas to help faculty think through teaching and learning. Provide an outline of what would be the essential features of a persona with a brief description of why each part would be important and valuable using for a faculty member

Prompt #2

In a moment I will be asking you to create 10 personas of Post University students based upon the persona outline you just provided and a link I'll provide but I want you to create them one at a time.

Each persona should be created one at a time and when you complete it you should stop and ask me before going on to the next one. As you create the totality of personas, you should draw out as much difference as possible in terms of demographics, degrees (including graduate and undergraduate), and backgrounds.

The goal will be to cumulatively have a strong representation of diverse students that make up Post University's population based upon the data on the link below.

If you understand, reply with yes and a summary of what i am asking you to do. with yes and a summary of what i am asking you to do.

Prompt #3

Using the data on this page, create a distinct student persona:

<https://nces.ed.gov/collegenavigator/?q=post+university&s=all&id=130183#netprc>

Personas Images with DALLE-3 (Within ChatGPT 4)

Prompt #1

I will next ask you to create profile photos for each of the personas that you have created. Used the persona information to help create the photo. In creating all the photos, keep in mind a diversity of body sizes and appearances.

Avoid modelesque-appearing students and present profile photos that resemble everyday people with normal or average-appearing faces including the possibility for blemishes, scars, balding, and other visual differences in facial appearance.

Summarize these instructions when you are ready for me to ask for the first profile photo.

Case Studies using ChatGPT4

Prompt #1

You are an expert in policy development and education. The following is a generative AI policy for Post University. Review it and analyze it. Then create 10 case descriptions related to teaching and learn in specific course contexts that might challenge or locate loopholes in the policy.

Do not repeat same issue and make sure to change courses across disciplines while also the details and dynamics of each case study.

"Post University Generative AI Use Policy

Post University supports the advancement of teaching and learning and embraces the responsible use of generative AI tools such as ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, and any tool thereafter.

Instructors and students are allowed to use generative AI tools for educational purposes, but all work submitted for grading must be the writer's own work. Generative AI tools can be inaccurate, biased, offensive, or unethical because they are trained on large datasets of text and code that can contain inaccurate, biased, offensive, or unethical content. Users are responsible for the content they use or submit, which means they should carefully review the content generated by generative AI tools before using or submitting it.

Work that incorporates information from a generative AI tool must be acknowledged. Penalties can be incurred for using a generative AI tool without acknowledgement. Despite the risks, the use of generative AI tools is allowed, as it may make it possible for work to be completed with higher quality and in less time.

In short, generative AI can be a powerful tool for learning and productivity, but it should be used with caution. Users should be aware of the potential risks and take steps to mitigate them.

The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as your own. "

Prompt #2

Examples 1, 3, 5, 8 are good examples. The rest feel straightforward.

Create new case studies keeping that in mind and really aim for nuance and challenges that both the faculty and the student might face.

Remember that the goal is to find things that around using generative AI that aren't covered by the policies and are truly gray areas for consideration.

Prompt #3

These are much better. Now, keeping these approaches in mind and the policy, create a new case study for each of the following disciplines:

Accounting

Biology

Business Administration

Child Studies

Communication and Media Studies

Computer Information Systems

Criminal Justice

Data Science

Emergency Management & Homeland Security

Equine Studies

Finance

Gaming and Esports

Human Resource Management

Human Services

Legal Studies

Management

Marketing

Psychology

RN to BSN

Sport Management

Prompt #4

These are great. Revise them one more time. Expand the context of the case study to 3 or more sentences. Change the last sentences that start with "the gray area" or "the challenge" and reframe these as 2-4 questions that should be asked to faculty who might be discussing these scenarios to figure out appropriate ways of navigating them with students.

Only revise these case studies:

[List 5 cases at a time]