



Derek Leben	<p><b>Abstract:</b> designing an AI ethics coach that guides students through ethical debates, offering tailored feedback on policy decisions and reinforcing the use of ethical frameworks for real-world dilemmas.</p> <p><b>Description:</b> This proposal outlines plans for building an AI ethics coach that will support students' learning by coaching them through ethical debates and, when students propose policies and argue for particular ethics-related interventions, providing feedback on their plans. The goal of this coAI approach is to strengthen students' grasp of key ethical concepts. Using an interactive, AI-based approach to ethical discussion will help students practice ethical decision-making, with the AI coach acting as a virtual advisor that helps students navigate complex moral dilemmas by considering ethical frameworks.</p>
John Gasper	<p><b>Abstract:</b> create an AI-powered behavioral economics case that lets students tackle real-time decision-making scenarios with varied biases and economics frameworks, promoting deeper engagement and personalized learning.</p> <p><b>Description:</b> This proposal develops a new approach to teaching behavioral economics using a simulation-based interactive case. The goal is to leverage collaborative AI tools to enhance student learning by providing individualized case scenarios that allow students to engage deeply with concepts of heuristics and biases. The interactive nature of the case will enable students to analyze real-time decision-making patterns and biases exhibited by a protagonist in various business contexts, ultimately developing strategies to mitigate these biases. Using AI to introduce variation in the biases presented ensures that no two students encounter the same scenario, promoting deeper conceptual engagement and discouraging rote learning.</p>
Ben Collier and Zoey Jiang	<p><b>Abstract:</b> designing an AI-focused teaching module through which students improve their data storytelling skills by iterating through</p>

	<p>visualizations with AI feedback, thereby enhancing clarity and audience impact through ongoing revision before the visuals are presented to stakeholders.</p> <p><b>Description:</b> This proposal aims to enhance student learning in data visualization courses by integrating GenerativeAI for iterative feedback. Students will submit revised visualizations to a customized AI model that provides detailed suggestions based on data storytelling principles, enabling multiple rounds of improvement before class presentations. An A/B experiment will assess the effectiveness of AI-driven feedback compared to traditional methods, with technical implementation options ranging from simple to complex. The goal is to improve students' ability to create clear, impactful data visualizations through enhanced feedback and revision processes. Ultimately, students' collaboration with AI will help students build effective data visualizations that are tailored to specific audiences and scenarios.</p>
Rima Bhattacharyay and Christopher Peace	<p><b>Abstract:</b> create an AI module that aids students in understanding cultural nuances in business, suggesting strategies, and highlighting key insights to optimize international negotiations.</p> <p><b>Description:</b> This proposal lays out plans for two new faculty members to create a joint activity across two undergraduate courses. This activity will enhance students' intercultural communication skills and understanding of cultural nuances in an international business context such as during international mergers, acquisitions, and recruitments. Students' collaboration with AI will help them navigate cultural complexity by providing real-time insights, suggesting communication strategies, and highlighting nuances to optimize negotiation outcomes and avoid potential misunderstandings. By leveraging a coAI approach, the proposed teaching module invites students to explore a blend of collaborative and generative AI using simulations and traditional cultural analysis methods</p>
Bob Munroe	<p><b>Abstract:</b> building An AI-driven SQL coach that helps students master foundational data skills independently, freeing class time for instruction in more complex analytics concepts and real-world applications.</p>

	<p><b>Description:</b> This proposal develops a new, AI-driven approach for supporting undergraduate students as they learn to use SQL to access and analyze data stored in relational databases. The goal of this coAI tool is to reduce the time it takes students to learn baseline data management skills. An interactive AI coach will assist students in self-directed learning by walking them through a series of back-and-forth questions on foundational course concepts, providing them with ongoing feedback and ensuring they have fully mastered a concept before they move on to learning the next one. Working with their SQL coach outside of class will free students to focus on higher-order analytics concepts during class time, such as designing efficient databases, understanding data relationships, and applying SQL concepts to real-world problems.</p>
Ben Mosely	<p><b>Abstract:</b> building an AI tool that helps students learn Python fundamentals with AI support, smoothing the programming learning curve and reinforcing essential coding skills.</p> <p><b>Description:</b> This proposal outlines a new module designed to leverage GenAI for teaching Python programming to part-time MBA (PT MBA) students as part of their Probability and Statistics course. This initiative aligns with the upcoming revisions to the analytics requirements within the MBA program, which recommend introducing Python at the earliest stages, particularly within the Probability and Statistics course. The module is designed to make programming more approachable by offering a structured and interactive introduction to Python, supported by GenAI. Through collaboration with AI, students will engage in interactive tutorials that help them troubleshoot common errors and build a strong foundation in basic operations, syntax, and data types. This approach will soften the learning curve, especially for non-technical students, and help them develop valuable coding literacy while reinforcing critical statistical concepts.</p>
Carla Bevins	<p><b>Abstract:</b> creating an AI-focused learning module that will help students craft targeted social media strategies by collaborating with AI tools to analyze audiences, create prompts, and design messages.</p> <p><b>Description:</b> This proposal lays out an innovative method for teaching students how to use AI tools to create effective, audience-</p>

	<p>centered social media content. This AI intervention will teach students how to create effective, audience-centered prompts for GenAI, emphasizing critical thinking in audience analysis, decision-making, and tailored message design for social media platforms. Ultimately, this intervention will help students learn how to craft targeted social media strategies. These skills, in turn, will directly translate to practical business scenarios, enhancing students' readiness for internships and jobs.</p>
Abbe Depretis	<p><b>Abstract:</b> build an AI feedback tool that aids students in providing constructive, actionable peer feedback aimed at improving both content and delivery.</p> <p><b>Description:</b> This proposal explains an approach for building an AI tool that guides masters students through the process of giving each other effective, targeted feedback on their presentations. This AI-driven feedback coach will support students through providing actionable comments in key aspects of effective presenting, helping them give constructive input aimed at improving not only a presentation's content and organization but also the presenter's delivery style. Ultimately, this coAI approach will not only provide students with more useful feedback on their presentations, helping them calibrate and refine their presentation skills, but also support their growth in learning how to give effective feedback to others, a critical workplace skill.</p>
Clara Burke	<p><b>Abstract:</b> create AI-focused modules in three communication courses to enhance skills in bias detection, audience engagement, and storytelling, all aimed at fostering inclusive, effective, audience-centered communication.</p> <p><b>Description:</b> This proposal outlines a series of coAI teaching modules in several communication courses. In a course on inclusive approaches for managing conflict, students will use an AI tool to analyze conversations for evidence of bias, thereby reinforcing their understanding of best practices for effective, inclusive communication. In an undergraduate presentations course, students will use chat-based AI tools to anticipate and plan for audience questions, enhancing their ability to manage difficult Q&amp;A scenarios. Finally, masters students in an elective course on business storytelling will use AI tools to generate and analyze</p>

	sample stories, which will help them learn effective narrative structures. Together, these coAI interventions will create interactive learning experiences that enhance students' growth in several key communication skills.
Anita Woolley	<b>Abstract:</b> use AI coaches to help masters student practice hiring and providing feedback to employees – skills that are vital in the workplace but have traditionally been difficult to build in the classroom. Anita's AI intervention provides lifelike scenarios and tailored feedback that allow students to build essential management skills.