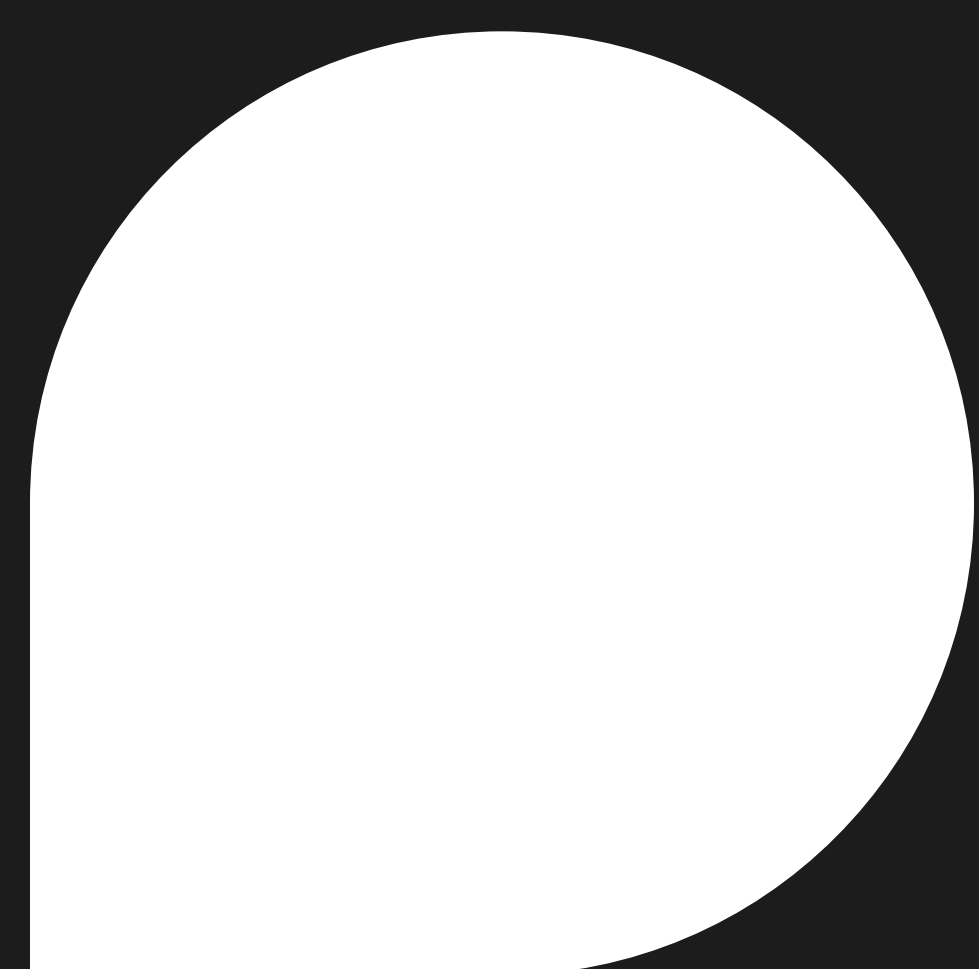




# The Faculty Guide to Getting Started With Gen AI

20 Activities and 9 Lesson Plans Developed in Collaboration by the University of Texas at Austin and Grammarly



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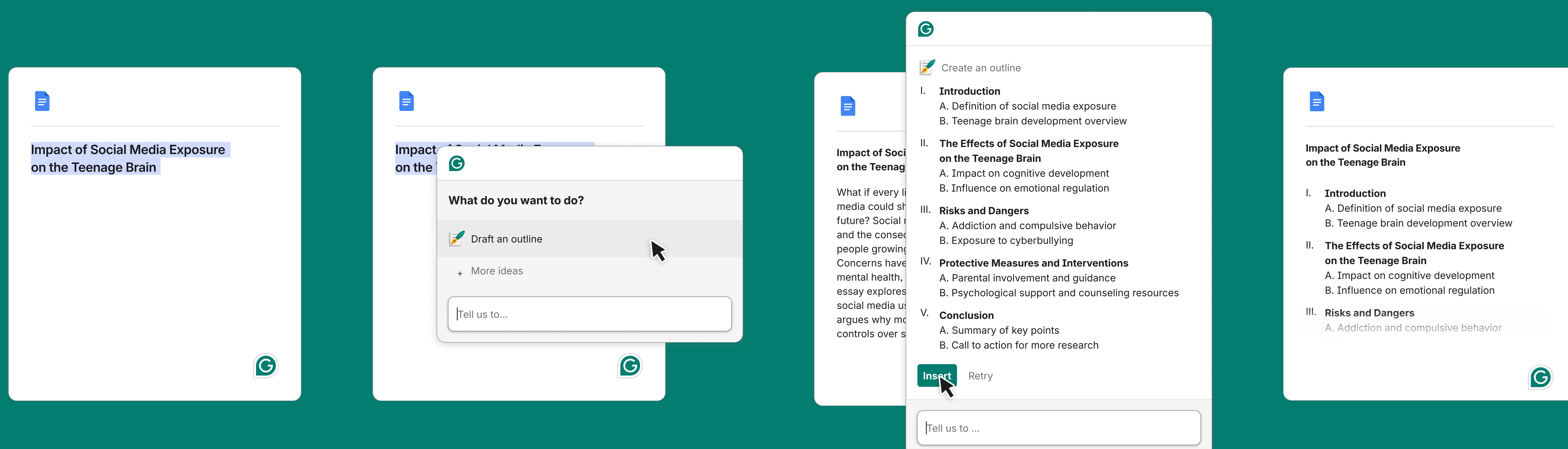
# Introduction

Nearly two years after the launch of ChatGPT, higher education is still adjusting to the reality of AI and its growing ubiquity among the tools that faculty, staff, and students use every day. The sheer power and sophistication of generative AI tools can be simultaneously exciting and intimidating. These tools will undoubtedly shape the future workforce, so institutions need to at least understand how they work, what their capabilities are, and how students will be using them in the future.

While more and more institutions are moving toward a posture of thoughtful adoption as opposed to resistance, the journey to successful and values-aligned AI implementation across the institution is challenging. No roadmap exists to help institutions confidently plan how to do this at scale, and what works in one context may not work in another. What is abundantly clear as of this publishing, however, is that faculty buy-in and literacy will be essential to transformative, impactful AI adoption that enhances student learning and improves the lives of professors.

That notion is what drove the creation of this faculty guide. Crafted by the University of Texas at Austin's Office of Academic Technology in partnership with Grammarly, this guide is intended to help any faculty member, regardless of where they are on their journey with AI, to get started using it in a way that is concrete, straightforward, and helpful to their own workflows. Through a series of 20 different activities and 9 different lesson plans authored by various UT faculty and staff, users of this guide will be exposed to AI to develop a feel for how to scale their own AI use in their day-to-day workflows and, eventually, implement AI thoughtfully into their courses. The activities and lesson plans are intentionally varied in their subject matter and end goal. But they all share the characteristic of being easy to use and a great way to get started using AI.

The UT Office of Academic Technology worked across 30-plus departments at the university to develop and test the activities and lesson plans in this guide. While Grammarly was the preferred AI tool used to test and validate these activities, the activities here can be carried out with virtually any generative AI tool. Feel free to use whichever tool works best for you and your classroom (although we hope you'll choose Grammarly!).



# Understanding Transactional vs. Transformational AI Use

As institutions, instructors, and students continue to experiment with AI-assisted thinking and writing, we'll start to see a much wider spectrum of what collaboration between students and generative AI can look like. Institutions will want to guide the experimentation so that critical evaluation of AI output is baked into every use case, whether it be a faculty member relying on an AI tool to generate discussion questions, or a student asking an AI tool to help them build a research plan for an upcoming paper.

Another way of assessing how best to begin folding AI across your institution is thinking about the distinction between transactional and transformational AI use.

- **Transactional** use of AI is when human input ends at the prompt stage. Students or instructors accept AI-generated output with minimal assessment or critique.
- **Transformational** use of AI is always “human-in-the-loop,” in which the student or instructor is effectively informing and shaping the ideas generated in a continuous back-and-forth across inputs and outputs. This involves critical review and evaluation of what any AI tool is generating, and relies on prerequisite skills such as reading comprehension, information literacy, research, and continuous improvement in order to maximize the benefits that AI can have on faculty and student workflows.

Transformational AI use is how institutions will best adopt AI while preserving, and enhancing, student learning. The activities in this guide use a mix of transactional and transformational AI use; in other words, not every interaction needs to be transformational, particularly as you just start to get comfortable prompting and using AI with some of the practical examples included here. However, by getting practice with some of the more transactional use cases, we hope you (and eventually your students) will grow to understand how best to use AI not only for efficiency, but also in ways that drive new thinking and creativity.

“Honing generative AI in particular, one of the things that fascinates me is how paradoxical it is. Generative AI can teach you almost anything, for example, but it can also teach you bad information. It can help spark your creativity, but it can also make you sound like everyone else or even give your creativity away to others. It can speed up your work but make your work look sloppy.”

**Dr. Julie Schell**

Assistant Vice Provost of  
Academic Technology,  
UT Austin



# How to Use This Guide

This guide consists of 20 activities and 9 lesson plans designed to help higher education faculty develop their professional AI literacy and develop strategies to integrate AI more confidently and effectively into their curriculum.

The guide is designed to be referenced when you need it, on topics relevant to you, rather than read cover to cover. When you are ready, use the Contents section to jump to activities and lesson plans relevant to you.



## What Are Activities?

### For students

Activities represent specific AI use cases for faculty, staff, and students.

Each activity includes:



#### Description

Overview of AI use case



#### Purpose

Objectives of activity



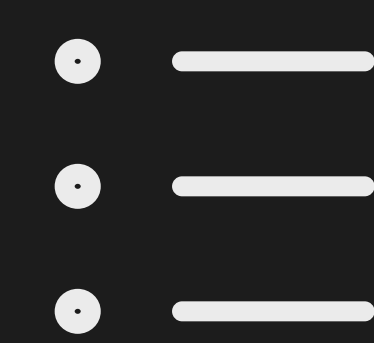
#### Glossary

Key definitions to understand to complete activity



#### Video demonstration

Recording of how to complete activity with Grammarly



#### Instructions

Specific steps to complete and evaluate activity

## Share Your Feedback!

Whether you're an individual faculty member using these activities with students or you're an individual staff or admin testing these on your own, we'd love your feedback! Visit [this link](#) to fill out a quick evaluation after you've tested one of the activities. The UT Office of Academic Technology will continue to iterate on these activities based on feedback from faculty, staff, and students.

# Activity Template

At the end of this guide, you will find the template that UT used to enable cross-functional support to generate this guide. Feel free to use this template as a starting point to develop additional AI activities to deploy at your institution.


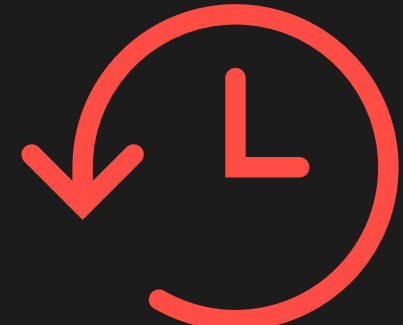



*Template design adapted from the College Readiness Assignments for Texas Office of Academic Technology, LTAP: Generative AI, February 2024.*

## What Are Lesson Plans?

### For faculty

Lesson plans are designed to create opportunities for transformational AI use in the classroom and across assignments.

Each lesson plan includes:

				
<b>Context</b>	<b>Duration</b>	<b>Class size</b>	<b>Description</b>	<b>Purpose</b>
Where to apply lesson plan	Length of lesson plan	Ideal class size	Overview of lesson plan	Objectives of lesson plan

## Scaffolding Strategies

We recognize that different faculty and staff have varying levels of AI literacy already. For some, these activities may feel too simplistic; for others, they may feel like too much, too fast. For those who feel they are ready to level up their AI proficiency, here are six scaffolding strategies or tactics to elicit more complex interactions and outcomes with generative AI. These examples direct the AI chatbot of choice to provide more specificity and tailor the initial activities to your specific context or objective:

### 1. Role-based scenarios

- Objective:** Learners assess generative AI's ability to provide feedback using the point of view of an assigned persona, e.g., a peer, an expert, or a layperson.
- Prompt:** "Assume the role of [insert title/description] and provide feedback to improve [describe activity prompt]."

### 2. Socratic dialogue

- Objective:** Learners evaluate their dialogue with generative AI as the gen AI bot uses investigation and reason to achieve more meaningful engagements with the learner.
- Prompt:** "Let's have a Socratic dialogue about [describe activity topic]. Please ask me questions that will help us explore and understand different perspectives about this activity."



### 3. Framework adherence

- a. Objective:** Learners assess the rationale for generative AI's feedback and how closely it is aligned with a given framework, e.g., SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) criteria; SWOT (Strengths, Weaknesses, Opportunities, Threats) analyses; and STAR (Situation, Task, Action, Result) modeling.
- b. Prompt:** "Please provide feedback on [describe the activity] using [insert framework model]."

### 5. Comparative analysis

- a. Objective:** Learners use critical thinking to evaluate the relative strengths and weaknesses of different generative AI tools, e.g., test an activity using Grammarly's gen AI bot and repeat activity test using Google Gemini.
- b. Prompt:** "Please list several generative AI tools that utilize different large language models to help me compare/contrast different outputs."

### 4. Multi-round analysis, or loop feedback

- a. Objective:** Learners can better understand how nuanced input, or slightly differing requests, will affect generative AI's output.
- b. Prompt:** "Generate this request three times and provide a summary of why and how each output is varied from one another."

### 6. Clarify instructions

- a. Objective:** Learners will gain more agency/authority in their generative AI interactions by using and refining specific instructions.
- b. Prompt:** "Please clarify any gaps or perceived confusion with me before generating output for this activity."

# Activities





# Brainstorm Presentation Topics Activity

Author: Evan Daniel, Academic Technology Manager,  
Office of Academic Technology

## Description

After completing a project, we are often presented with opportunities to share our work in a presentation format. This activity focuses on brainstorming potential presentation topics based on a completed project.

## Purpose

In this activity, we will evaluate the experience of using gen AI to brainstorm compelling presentation topics.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

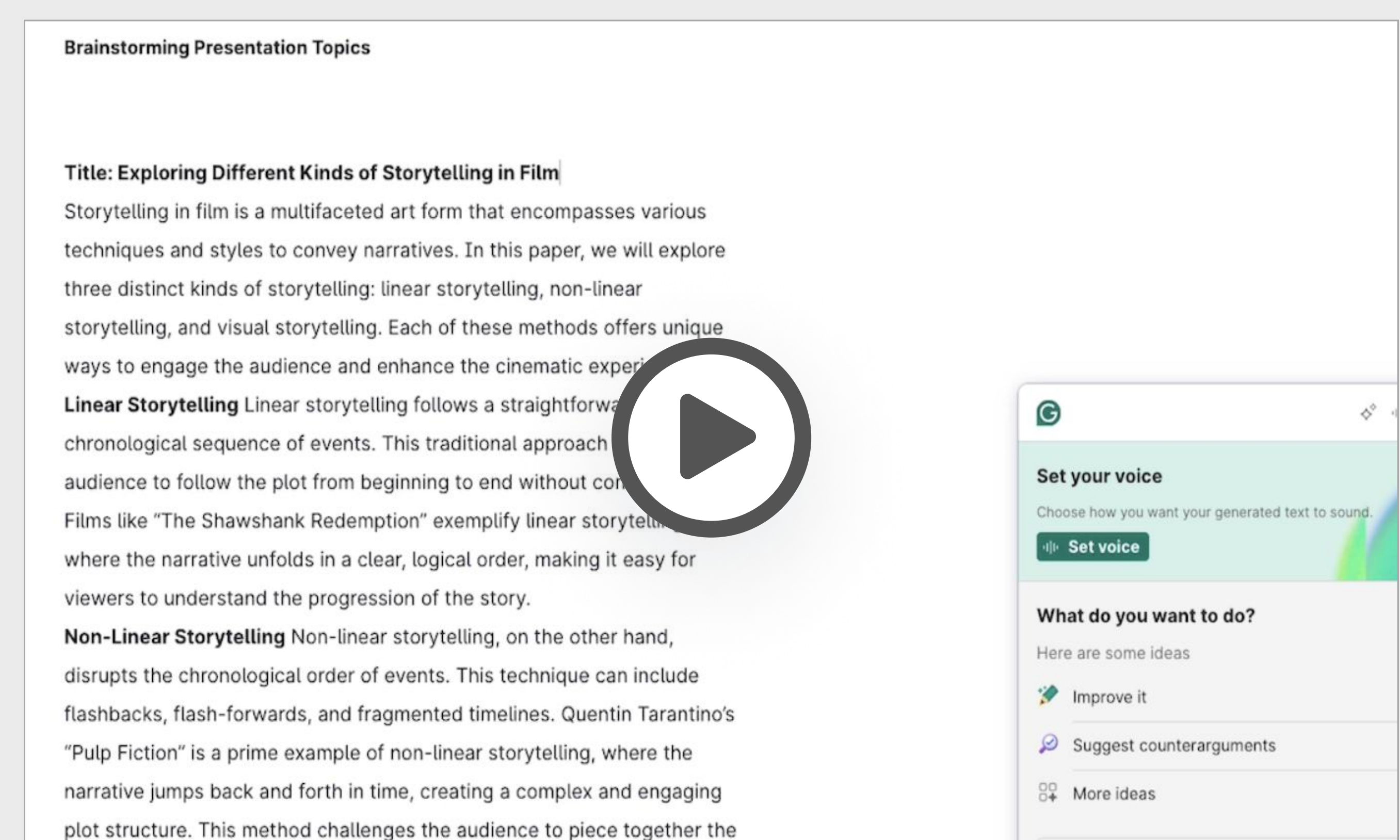
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Select an existing description of a completed project or create a brief summary that could serve as the input for brainstorming.
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to **“Brainstorm presentation topics using the passage provided.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Course Feedback Activity

Author: Alix Zhang, MFA Graduate Intern

## Description

In this Course Feedback activity, students will articulate constructive and insightful feedback for their courses. They will gain skills in clearly expressing their experiences, suggestions, and recommendations, while distinguishing their feedback as thoughtful and beneficial in their academic community. Generative AI will help polish and optimize the quality of the feedback content, ensuring its clarity and impact.

## Purpose

Evaluate the experience of using gen AI to write course feedback.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

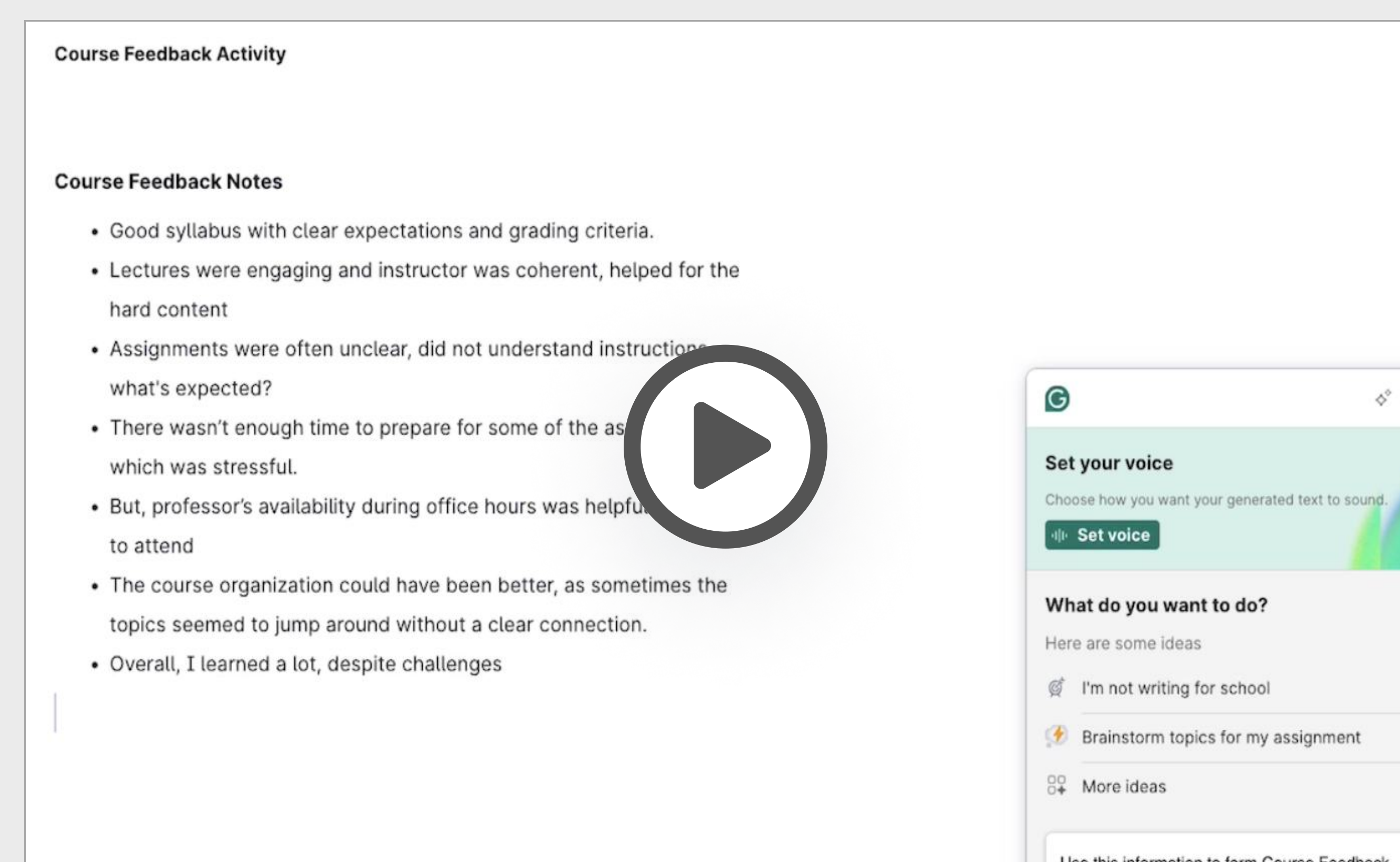
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Create an original passage that includes a sample/past course title and description, along with a summary of your experiences and reflections on taking this course.
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to **“Use this information to form course feedback that is clear and constructive, effectively communicating my educational experience to enhance the learning environment for other students.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Biosketch and CV/Résumé Activity

Authors: Keri K. Stephens, Professor and Co-Director, Technology and Information Policy Institute, and Maya Blitch, Ph.D. student, Moody College

## Description

In the Biosketch and CV/Résumé activity, students will use gen AI to elevate their biosketches, CVs, or résumés. Gen AI will help students remove tentative language (e.g., “possibly,” “tends to,” “can,” “could,” etc.), which will improve the confidence they convey when applying for jobs/grants/internships.

## Purpose

The need for this activity stems from two areas of thought: First, young adults are often at a disadvantage in accurately framing their accomplishments in a marketable way, and they often undersell themselves (Charner, 1988; Moore, 2019). Second, gendered norms and, more specifically, gendered language in résumés often put some groups at a larger disadvantage than others (Beiza et al., 2024; Castaño et al., 2019; Chen et al., 2018; Heilman et al., 2018). For example, women are found to use more communal language (e.g., kind, caring, etc.) than men in résumés (Beiza, 2024). Women or applicants who use communal language are evaluated harshly (Beiza, 2024) because gendered biases can appear early in the application process (Castaño et al., 2019; Heilman et al., 2018; Tyler and McCullough, 2009). Additionally, as technology progresses, so does the technology used to hire and evaluate individuals. Hiring sites like Indeed and CareerBuilder have been shown to disproportionately rank men higher than women for job opportunities (Chen et al., 2018). One possible explanation is that the gendered language found in job materials sways the algorithm in a direction that privileges masculine language. Using gen AI helps students quickly and effectively adjust both their gendered language and the framing of their application materials.

This activity has been completed in both undergraduate and graduate student classrooms, and several faculty have also used this approach. Students found the activity helpful and thought it provided healthy ways for AI to be integrated into the classroom. One student, a female graduate student, specifically stated, “[This activity] made me feel better about bragging about myself because AI did it for me.” Women struggle with self-promotion for a variety of reasons (Perrewe and Nelson, 2004); this activity provides additional resources for combating personal anxiety and gender biases when creating a biosketch or résumé.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

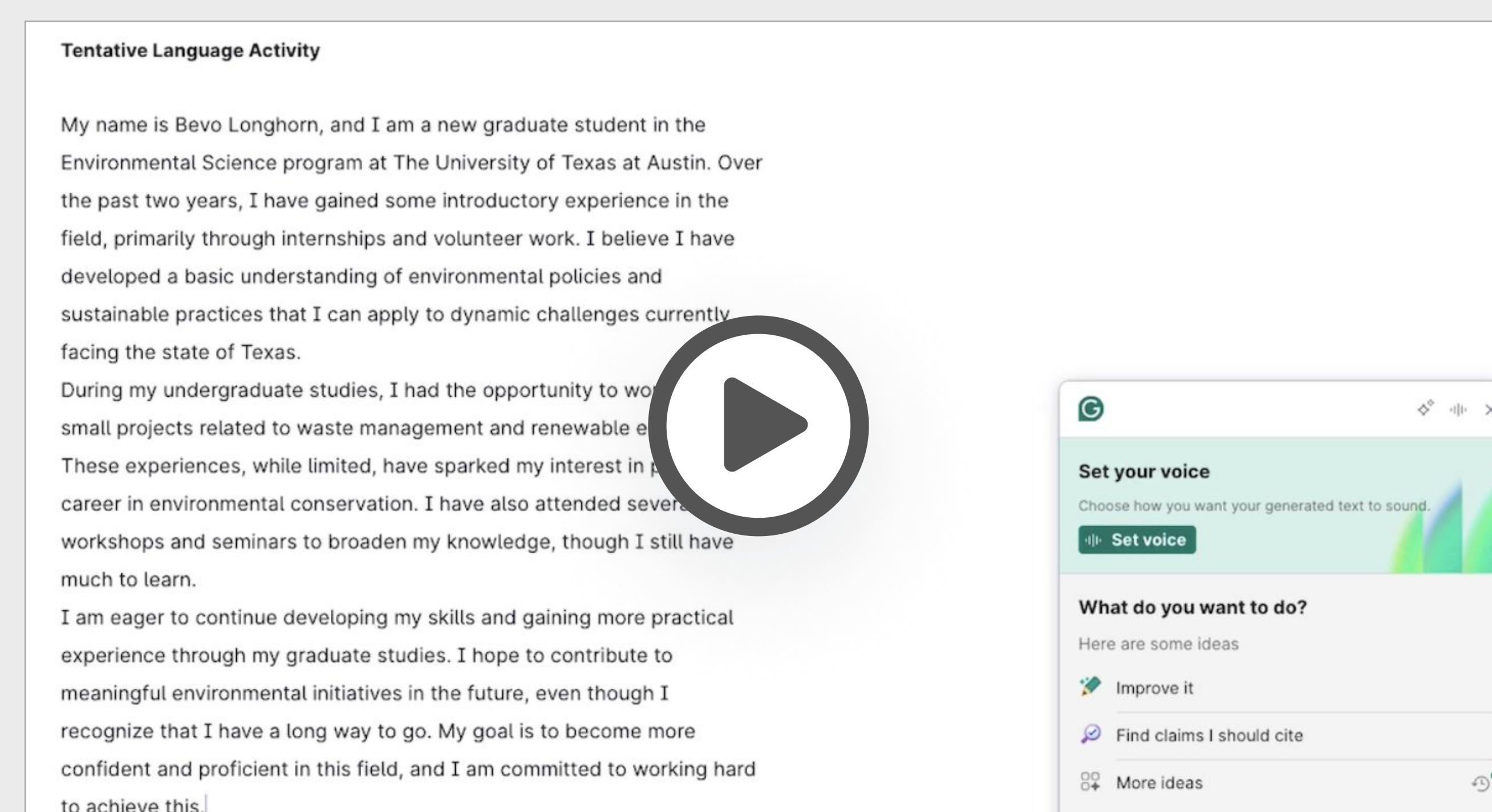
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

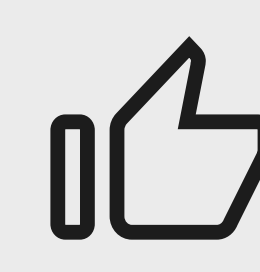
- Select your own or create a biosketch/CV/résumé.
- Input (insert or paste) the text contained in that document into the Grammarly gen AI bot.
- Prompt the Grammarly gen AI bot to **“Remove and replace tentative language.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.



### User experience

How would you rate your overall user experience according to the purpose of this activity?

# Changing Audience Activity

Author: Tricia Berry, Executive Director, Women in STEM (WiSTEM)

## Description

In the Changing Audience activity, authors use gen AI to alter a body of text (e.g., program description, event invitation, website content, etc.) for a different audience (e.g., high school student, college student, corporate funder, individual donor, the general public, etc.).

## Purpose

Evaluate the experience of using gen AI to alter the tone, phrasing, and content to match the audience. For example, a description of a program or an event may better persuade someone to participate in, fund, or amplify it if it speaks to that audience's interest or demographics. Instead of having to write multiple versions, you can use gen AI to take one description and adjust it for various audiences.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

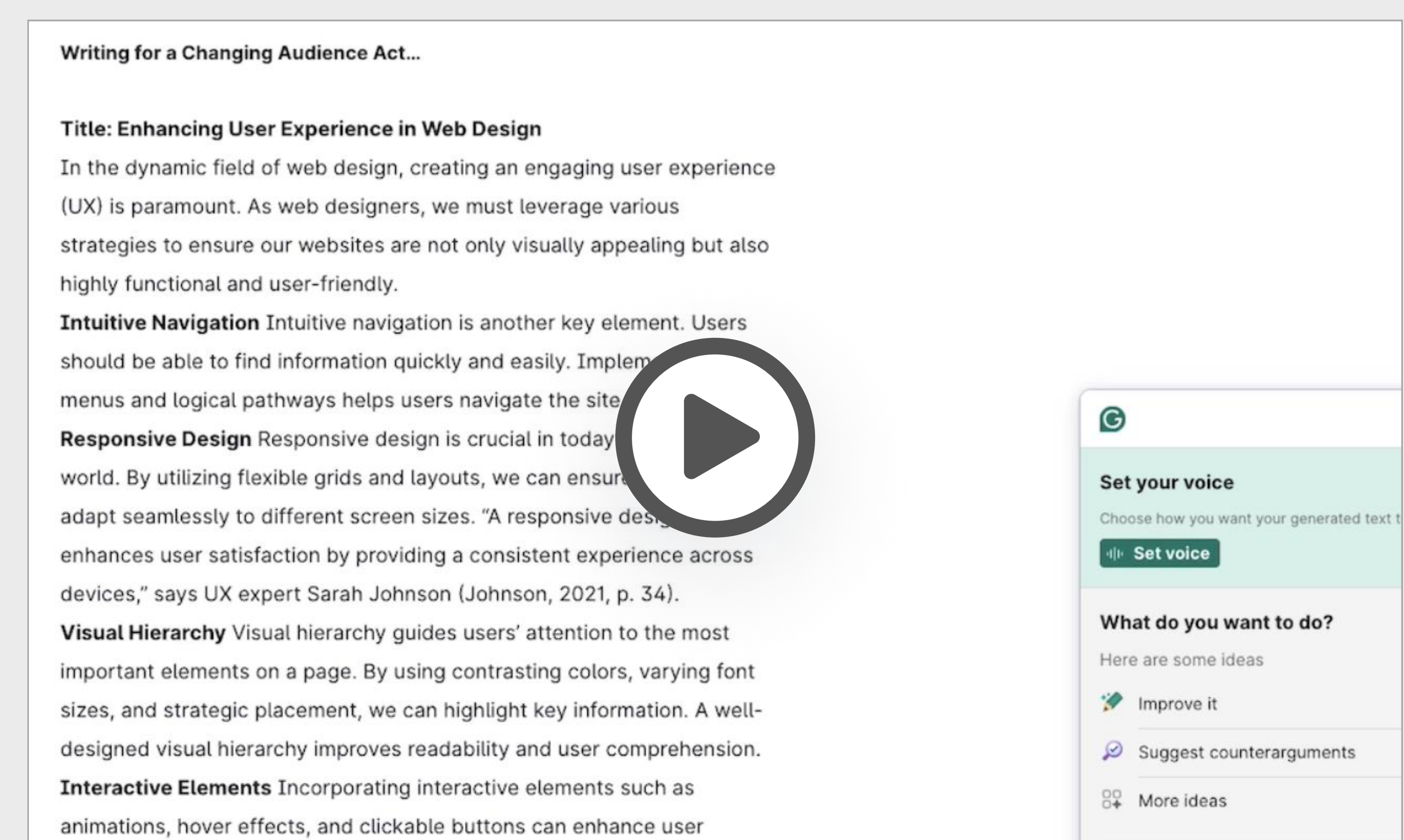
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Prepare an original passage describing a program or an event or select an original piece of writing you have already created (it could be a past or upcoming event).
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to **“Rewrite this event description for a student audience.” (Or choose another audience for the rewrite.)**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.



# Additional Explanations Activity

Author: Gen Marconette, Faculty Systems Manager

## Description

Sometimes, students do not initially understand a concept and request additional explanations to understand the concept. Gen AI can help by defining the concept in simpler terms, relating the concept to an experience students can relate to, generating relevant examples or scenarios, or rephrasing the explanation.

## Purpose

Evaluate the experience using gen AI to provide additional explanations for a concept.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

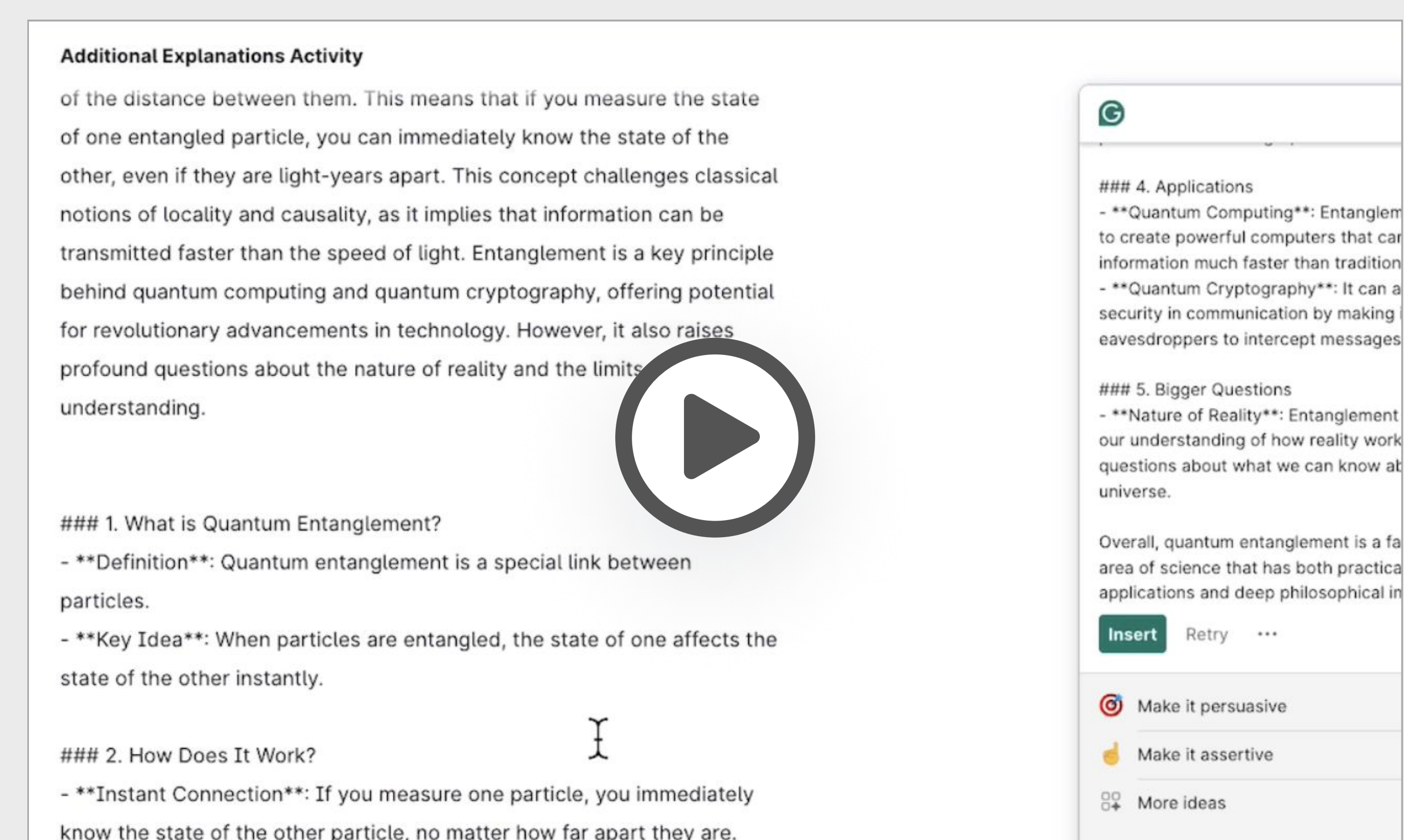
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



The screenshot shows a video player interface. The main content area displays text about quantum entanglement, including a definition and key ideas. A large play button is overlaid on the text. To the right, a sidebar shows a list of topics: '4. Applications' and '5. Bigger Questions'. Below the sidebar, there are buttons for 'Insert', 'Retry', and 'More ideas'.

## Instructions

- Prepare the explanation for a concept in the way you typically explain it.
- Input (insert or paste) the brief summary into the gen AI bot.
- Prompt the gen AI bot to **“Break down this concept into simpler parts.”**
  - Or: **“Relate this concept to the everyday experience of [walking to class / driving a car / studying for a test / etc.]”**
  - Or: **“Provide examples of this concept that a [19-year-old / non-physics major] would understand.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Creating Group Norms Activity

Author: Rajagopal Sankaranarayanan, Lecturer and Postdoctoral Fellow, Academic Affairs

## Description

In the Creating Group Norms activity, students collaborate to establish shared expectations and rules, engaging in discussions to define and agree on the behaviors and practices that will guide their group work and interactions.

## Purpose

Evaluate the experience of using Grammarly gen AI to create group norms for students working in a group project for a course.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

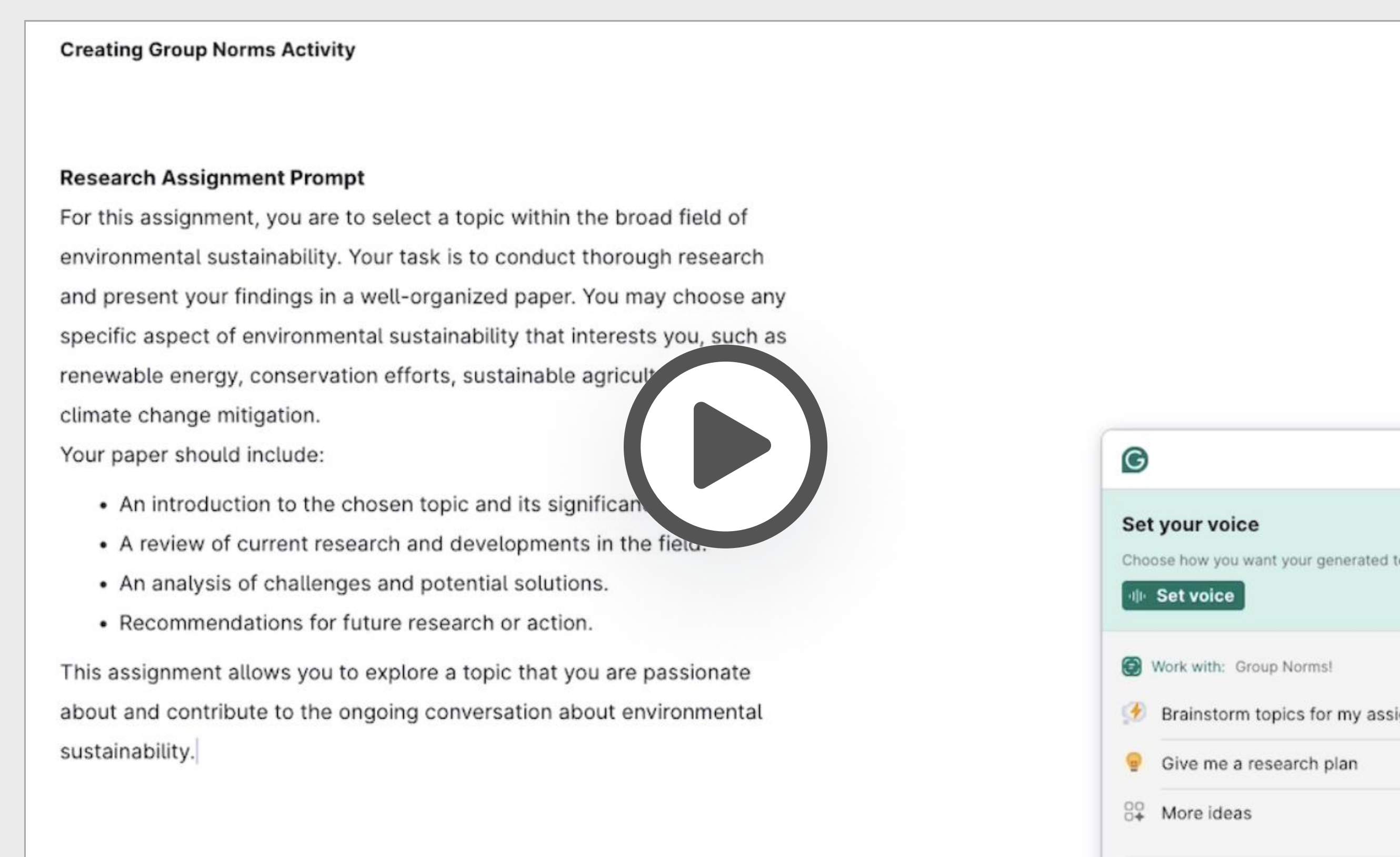
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Prompt the Grammarly gen AI bot to “**Help write group norms for our three-member group for rhetoric course.**”

Evaluate the output using the following criteria:



### **Accuracy**

How accurate was the output based on your prompt?



### **Intention alignment**

How well was the output aligned with the intention in the original passage?



### **User experience**

How would you rate your overall user experience according to the purpose of this activity?



### **Overall recommendation**

Overall, would you recommend using this gen AI bot to conduct this task?



### **Open comment**

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Create an “About Me” Activity

Author: Alix Zhang, MFA Graduate Intern

## Description

This activity is designed to assist students in developing an engaging and personalized “About Me” summary that can be used in an online profile or a personal website. Students will learn how to effectively communicate their personal stories, skills, and experiences, positioning themselves as unique individuals in their respective fields.

## Purpose

In this activity, we will evaluate the experience of using gen AI to refine and enhance an “About Me” that introduces ourselves to an intended audience.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

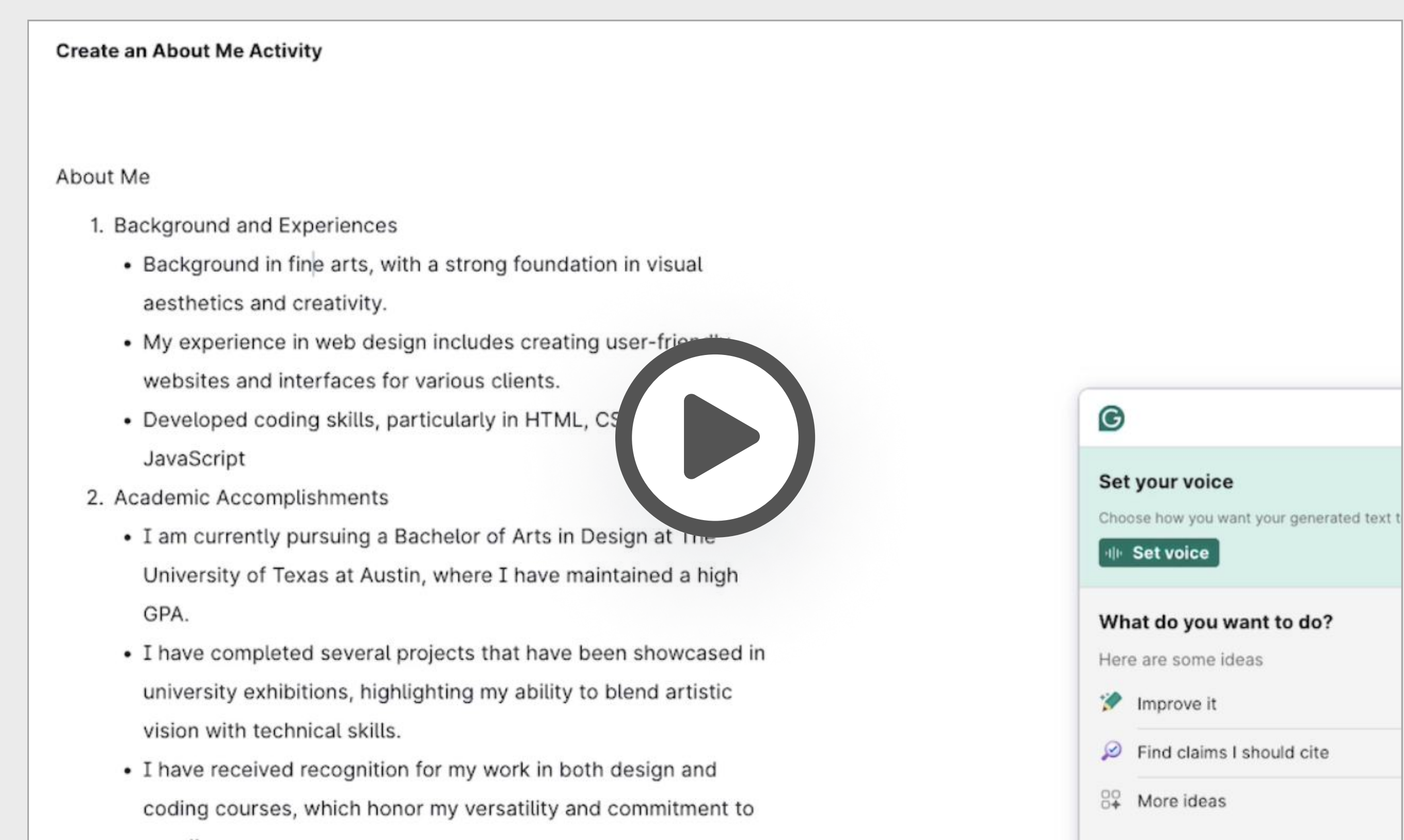
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Create an original passage or outline that includes your name, academic/professional background, key skills and experiences, interests, and future goals. Include any passion areas that connect to your field of interest.
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to **“Generate an informative and compelling ‘About Me’ introduction that presents my professional persona.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Brainstorm Research Idea Activity

Author: Rajagopal Sankaranarayanan, Lecturer and Postdoctoral Fellow, Academic Affairs

## Description

In this activity, students actively engage with a generative AI tool to brainstorm and refine research ideas, iteratively refining their prompts based on AI-generated suggestions to develop focused and feasible research questions for a course.

## Purpose

Evaluate the experience of using Grammarly gen AI to brainstorm and refine research ideas.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

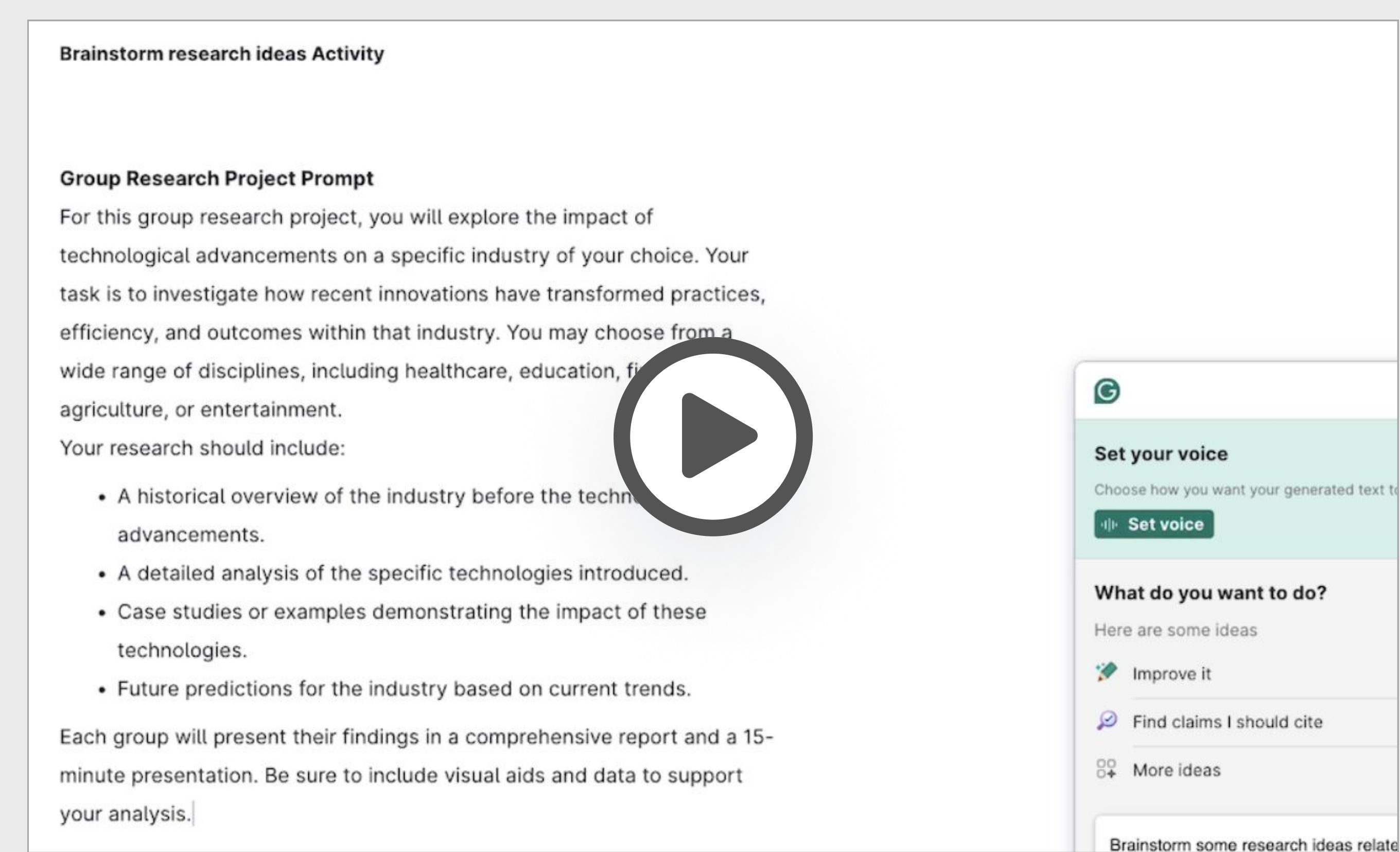
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



The screenshot displays a video player interface. On the left, a document titled "Brainstorm research ideas Activity" contains a "Group Research Project Prompt" for a group project. The prompt asks students to explore the impact of technological advancements on a specific industry. It lists four research components: a historical overview, a detailed analysis of technologies, case studies, and future predictions. Below the prompt, it states that each group will present findings in a report and a 15-minute presentation. On the right, a portion of an AI interface is visible, showing a "Set your voice" section with a "Set voice" button, and a "What do you want to do?" section with options like "Improve it", "Find claims I should cite", and "More ideas". At the bottom of the AI interface, a text input field contains the prompt: "Brainstorm some research ideas relate".

## Instructions

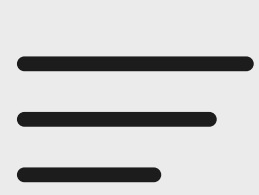
- Enter the initial research idea for the course.
- Example: Impact of climate change on rising fuel prices
- Input (insert or paste) the passage into the Grammarly gen AI bot.
- Prompt the Grammarly gen AI bot to **“Brainstorm some research ideas related to the impact of climate change on rising fuel prices in Austin.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.



# Annotated Bibliography Activity

Author: Rajagopal Sankaranarayanan, Lecturer and Postdoctoral Fellow, Academic Affairs

## Description

In the Annotated Bibliography activity, students compile and annotate sources relevant to their research topic, summarizing key findings and evaluating the credibility and contribution of each source to their understanding of a topic for a course.

## Purpose

Evaluate the experience of using Grammarly gen AI to create an annotated bibliography activity.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

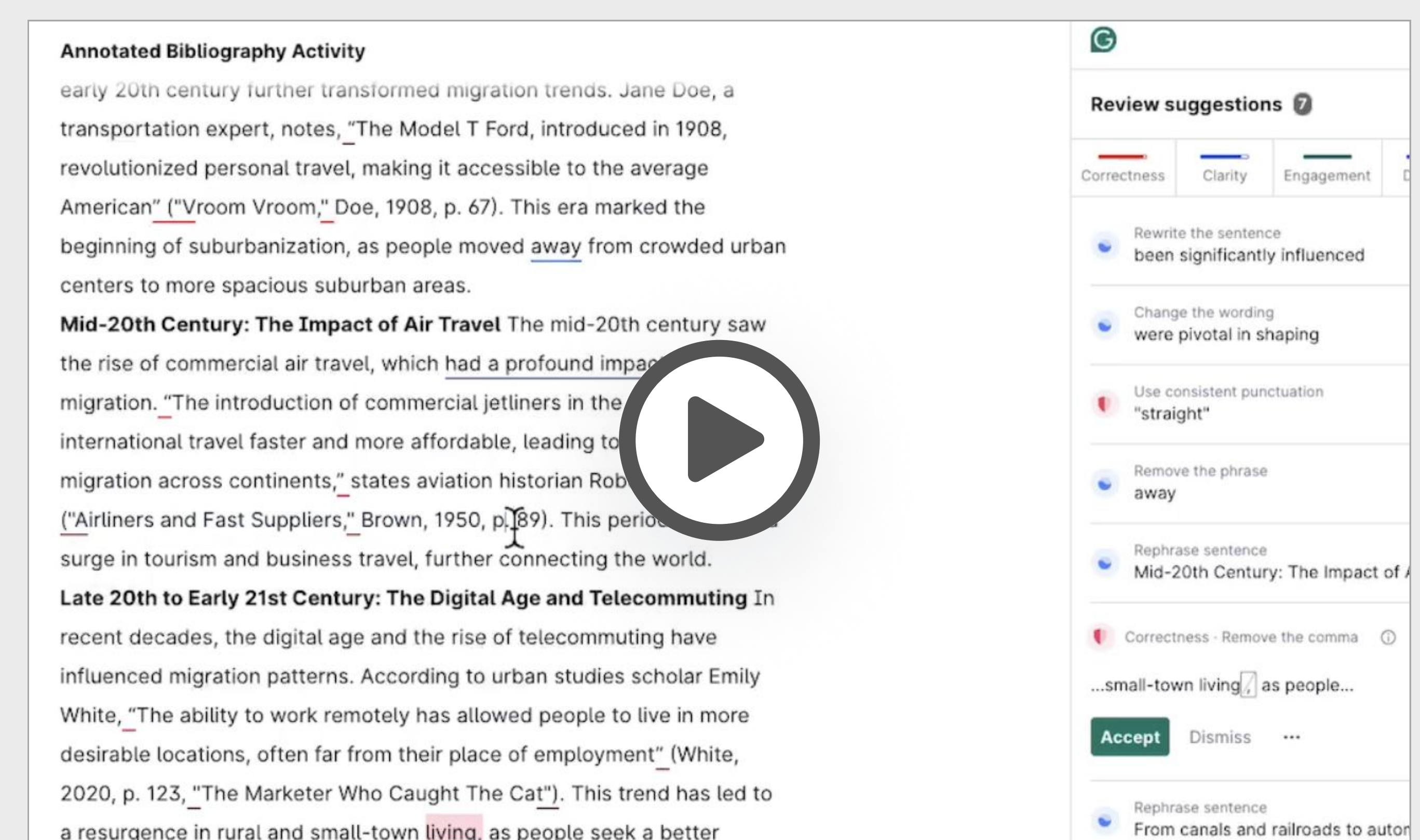
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



The screenshot shows a video player interface. The main content area displays an annotated bibliography activity with text about migration trends. The text includes: "early 20th century further transformed migration trends. Jane Doe, a transportation expert, notes, 'The Model T Ford, introduced in 1908, revolutionized personal travel, making it accessible to the average American' ('Vroom Vroom,' Doe, 1908, p. 67). This era marked the beginning of suburbanization, as people moved away from crowded urban centers to more spacious suburban areas." Below this, it says "Mid-20th Century: The Impact of Air Travel The mid-20th century saw the rise of commercial air travel, which had a profound impact on migration. 'The introduction of commercial jetliners in the 1950s allowed international travel faster and more affordable, leading to a surge in migration across continents,' states aviation historian Robert Brown ('Airliners and Fast Suppliers,' Brown, 1950, p. 89). This period saw a surge in tourism and business travel, further connecting the world." The final section is "Late 20th to Early 21st Century: The Digital Age and Telecommuting In recent decades, the digital age and the rise of telecommuting have influenced migration patterns. According to urban studies scholar Emily White, 'The ability to work remotely has allowed people to live in more desirable locations, often far from their place of employment' (White, 2020, p. 123, 'The Marketer Who Caught The Cat'). This trend has led to a resurgence in rural and small-town living, as people seek a better". A play button icon is overlaid on the video. On the right side, there is a sidebar titled "Review suggestions" with a search icon and a list of suggestions: "Rewrite the sentence: been significantly influenced", "Change the wording: were pivotal in shaping", "Use consistent punctuation: 'straight'", "Remove the phrase: away", "Rephrase sentence: Mid-20th Century: The Impact of", "Correctness - Remove the comma", "...small-town living] as people...", "Accept Dismiss ...", and "Rephrase sentence: From canals and railroads to autor".

## Instructions

- Enter the initial draft of the references for the subject.
- Input (insert or paste) the passage into the Grammarly gen AI bot.
- Prompt the Grammarly gen AI bot to **“Help create an annotated bibliography for the sources in APA 7 format.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Word Counts Activity

Author: Julie Schell, Assistant Vice Provost of Academic Technology and Director of the Office of Academic Technology

## Description

Word and character counts are a common requirement for writing tasks, such as abstracts, social media posts, essays, and more. In this activity, we'll evaluate using generative AI to adjust word counts.

## Purpose

Evaluate the experience of using gen AI to meet word or character counts.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

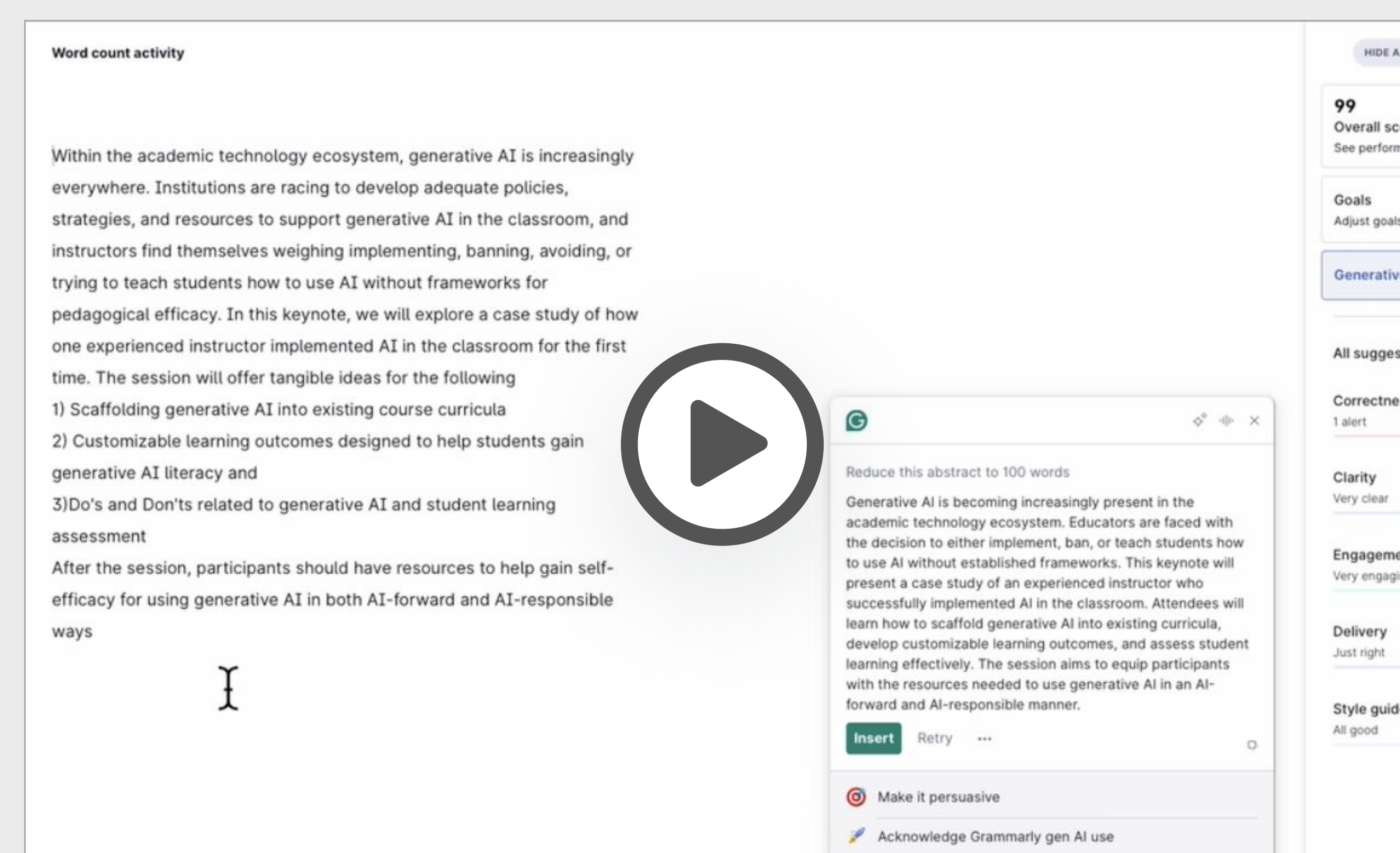
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

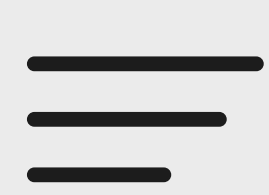
- Prepare an original passage on a topic of your choice or select an original piece of writing you have already created. Note the original word count.
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to **“Reduce this passage to [insert number] words.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



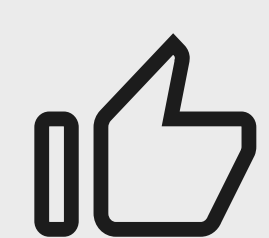
### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Student Learning Outcomes Activity

Author: Rajagopal Sankaranarayanan, Lecturer and Postdoctoral Fellow, Academic Affairs

## Description

Student learning outcomes are statements that articulate the attitudes students will foster, skills they will practice, and knowledge they will acquire by the conclusion of the course. In this activity, we will evaluate Grammarly gen AI to adjust student learning outcomes for a course.

## Purpose

Evaluate the experience of using Grammarly gen AI to update student learning outcomes to be more measurable, efficient, and explicit.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

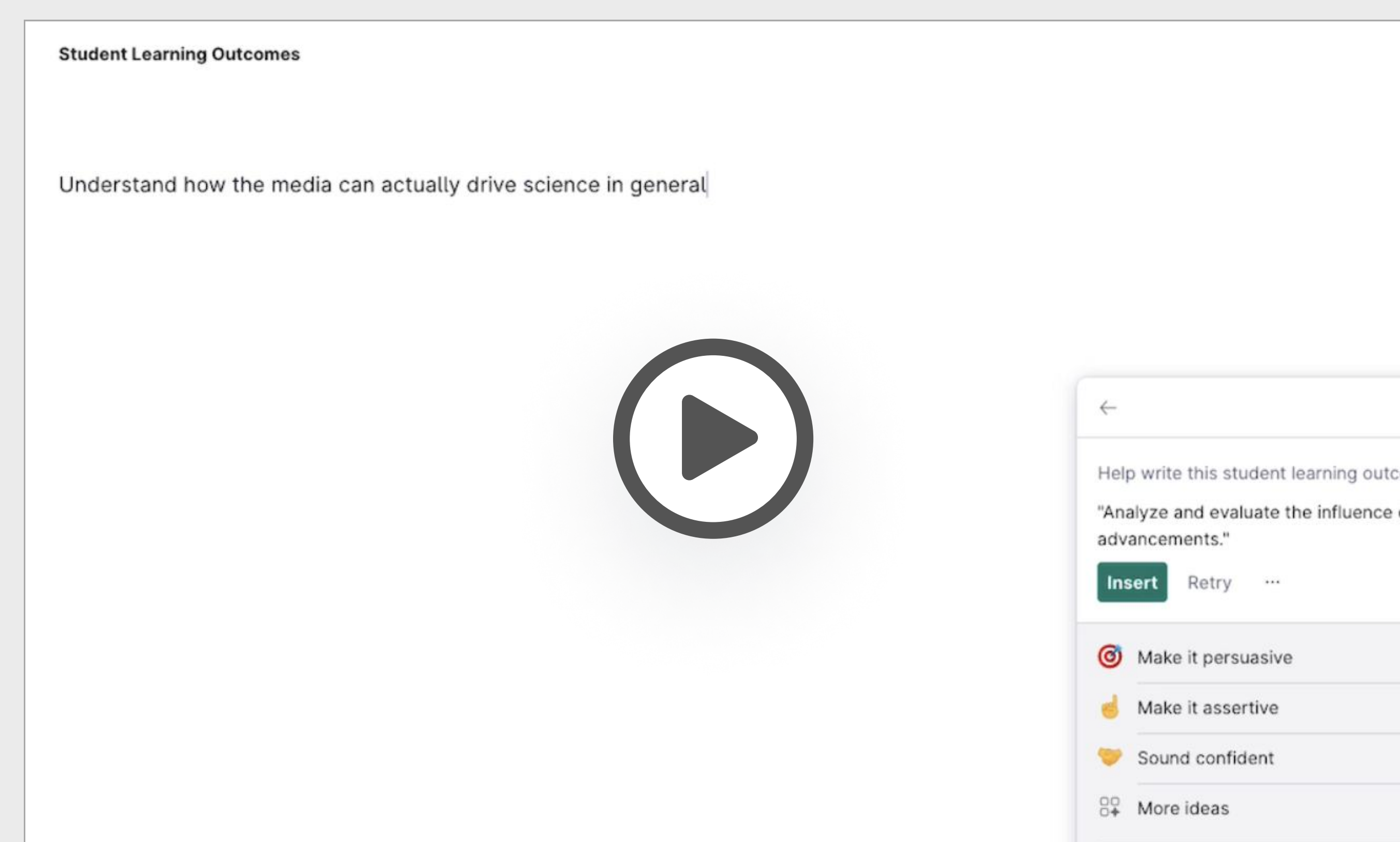
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Prepare a sample student learning outcome or review past course(s) to identify a learning outcome example.
- Example: Understand how the media can actually drive science in general.
- Input (insert or paste) the passage into the Grammarly gen AI bot.
- Prompt the Grammarly gen AI bot to **“Improve this student learning outcome with the use of a measurable action verb.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Professional Email to Employer Seeking Internship Activity

Author: Rajagopal Sankaranarayanan, Lecturer and Postdoctoral Fellow, Academic Affairs

## Description

In this activity, students craft a concise and polished email to a prospective employer articulating their interest in an internship position.

## Purpose

Evaluate the student's experience using Grammarly gen AI to create a professional email to a prospective employer for an internship opportunity.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

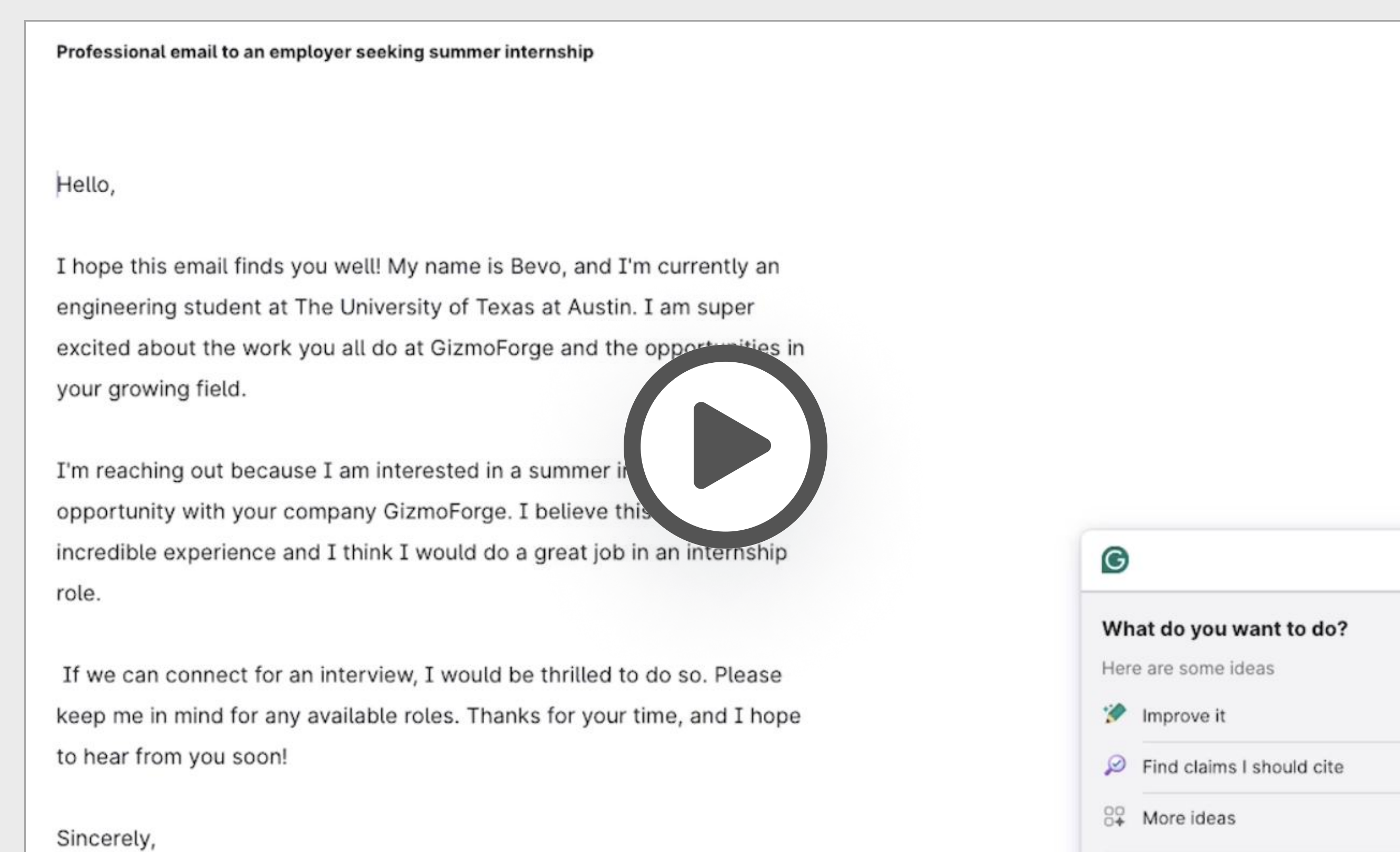
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

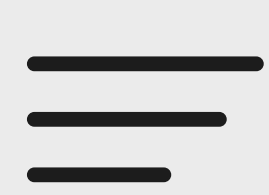
- Prepare an original passage that includes introductory information about yourself, your interest in the position/company, your value proposition for the role, and the job description or select an original piece of writing you have already created.
- Input (insert or paste) the passage into the Grammarly gen AI bot.
- Prompt the Grammarly gen AI bot to **“Help rewrite this professional email to a prospective employer seeking an internship opportunity in their organization.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.



# Action Items Activity

Author: Monica Cupp, Software Developer/Analyst

## Description

In a follow-up to a meeting, lecture, or presentation, we might review our typed or handwritten notes to identify to-do/next-step action items. In this activity, we will assess generative AI's ability to create a checklist of action items from a sample passage of notes (you can reference your own notes or create a sample outline).

## Purpose

Evaluate the experience of using gen AI to create a list of action items based on a sample paragraph of text or outlined notes.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

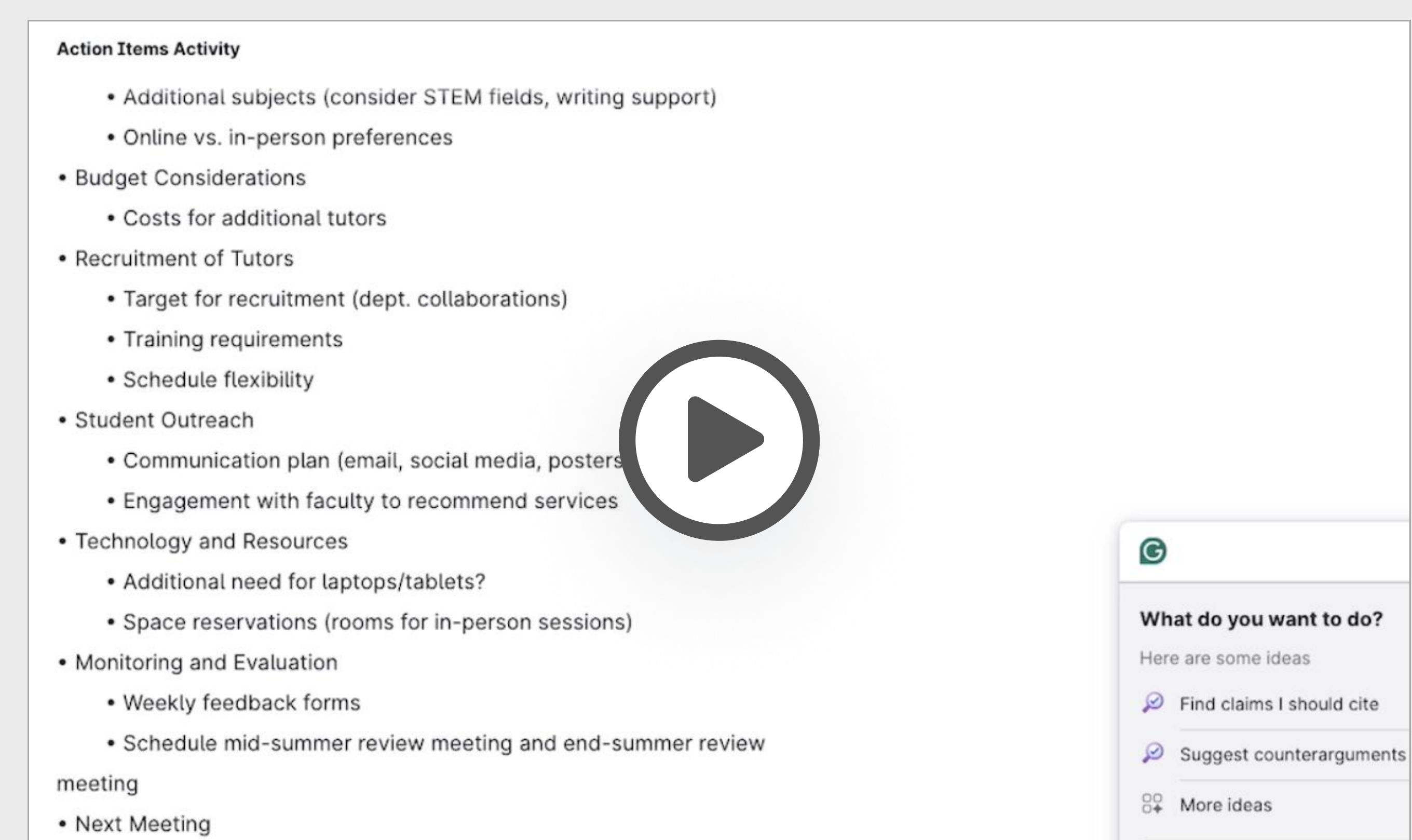
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

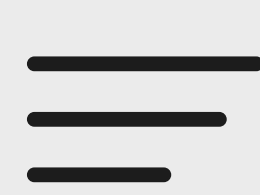
- Create an original sample of notes—or select existing notes from a past meeting, lecture, or presentation you’ve attended—that can be used to generate a set of action items.
  - Examples of action items might include to-dos that align with your professional responsibilities, takeaways for an assignment, or investigation into an open-ended question.
- Input the text into the gen AI bot.
- Prompt the gen AI bot to **“Create a checklist of action items using this text.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



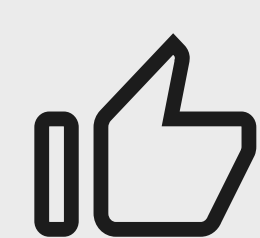
### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Create a Cover Letter Activity

Author: Alix Zhang, MFA Graduate Intern

## Description

This activity aims to guide students in crafting a compelling and tailored cover letter for job applications. Students will articulate their unique value proposition and position themselves as a strong candidate for the position they are seeking. In this activity, we will evaluate Grammarly gen AI's ability to support the cover letter writing process.

## Purpose

Evaluate the experience of using gen AI to write a cover letter.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

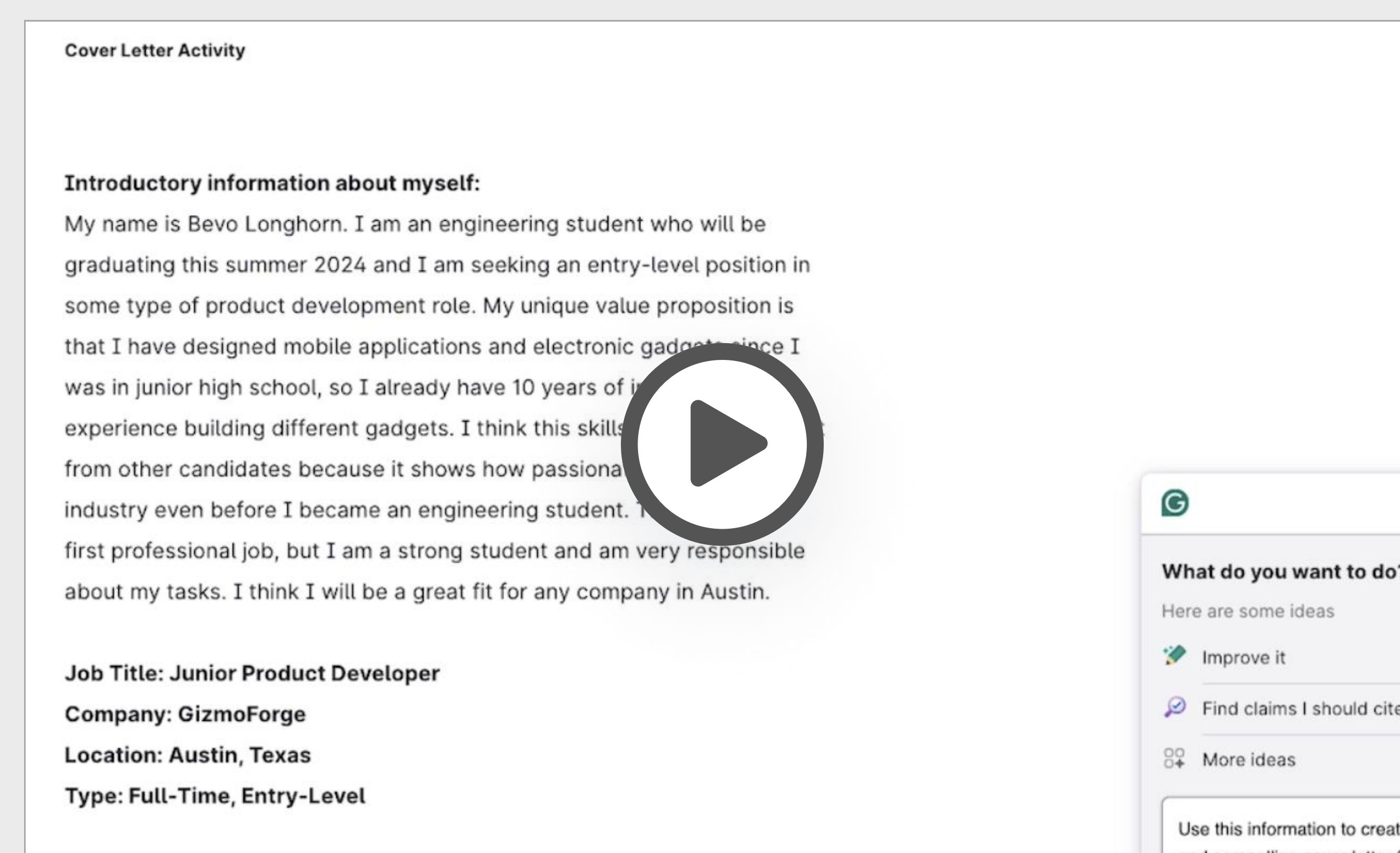
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



**Cover Letter Activity**

**Introductory information about myself:**  
My name is Bevo Longhorn. I am an engineering student who will be graduating this summer 2024 and I am seeking an entry-level position in some type of product development role. My unique value proposition is that I have designed mobile applications and electronic gadgets since I was in junior high school, so I already have 10 years of professional experience building different gadgets. I think this skill set sets me apart from other candidates because it shows how passionate I am about the industry even before I became an engineering student. I have never had a first professional job, but I am a strong student and am very responsible about my tasks. I think I will be a great fit for any company in Austin.

**Job Title: Junior Product Developer**  
**Company: GizmoForge**  
**Location: Austin, Texas**  
**Type: Full-Time, Entry-Level**

**What do you want to do?**  
Here are some ideas

- Improve it
- Find claims I should cite
- More ideas

Use this information to create a compelling cover letter for

## Instructions

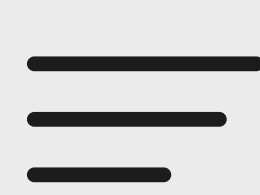
- Prepare an original passage that includes introductory information about yourself, your interest in the position/company, your value proposition for the role, and the job description or select an original piece of writing you have already created.
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to **“Use this information to create a professional and compelling cover letter for [position title] role.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



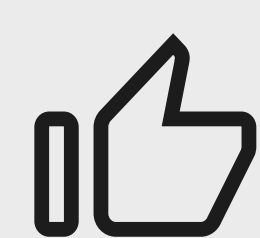
### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Introduction From an Outline Activity

Author: Monica Cupp, Software Developer/Analyst

## Description

Often, when we are tasked with writing professional documents, we begin with an outline. In this activity, we'll assess generative AI's ability to use an outline to write an appropriate introduction for the document.

## Purpose

Evaluate the experience of using gen AI to generate an introduction for a professional document using an outline.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

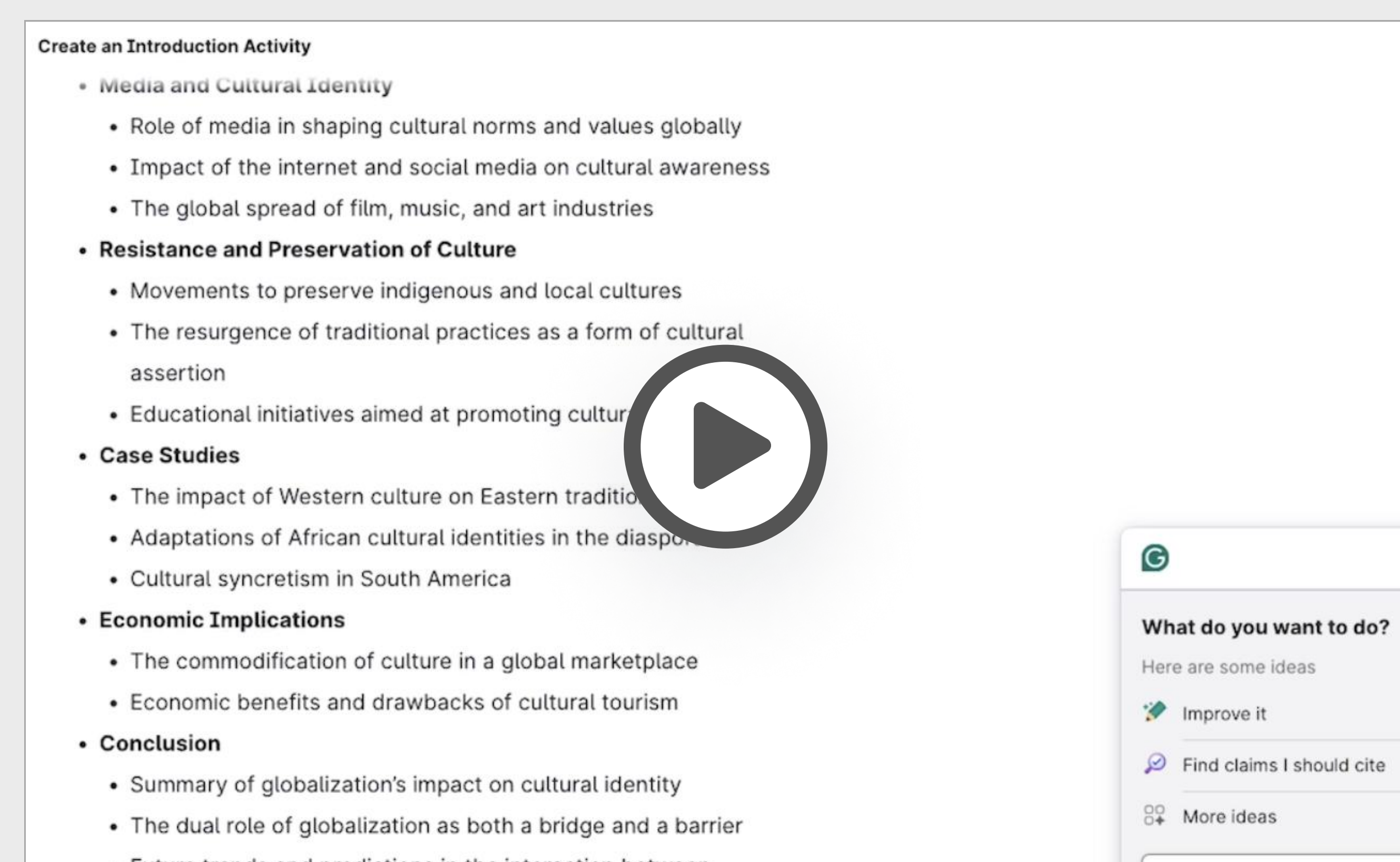
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

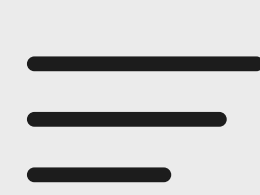
- Prepare an original outline or choose a piece of writing you have already created and develop a brief outline for it.
- Input the outline into the gen AI bot.
- Prompt the gen AI bot to **“Write an introduction for the document based on the outline.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



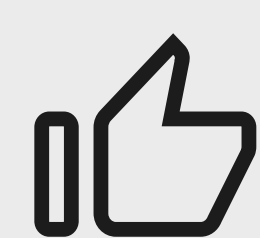
### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# News Article for College, School, or Unit Public Website or Newsletter Activity

Author: Rich Janes, Director, Technology Resources

## Description

University staff often ask for more relevant and timely communication that helps them understand how their role connects to leadership objectives. Newsletters and news feeds associated with colleges, schools, and units (CSUs) are valuable channels to share updates on campus and CSU initiatives, direction, and information relevant to department staff and constituents. Writing clear, engaging, and timely content can take time and effort, which creates a barrier to regular updates.

In this activity, staff members craft a brief yet informative news article for a CSU website.

## Purpose

Evaluate a staff member's experience using Grammarly gen AI to create a professional news article geared toward the UT campus community supported by that CSU.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

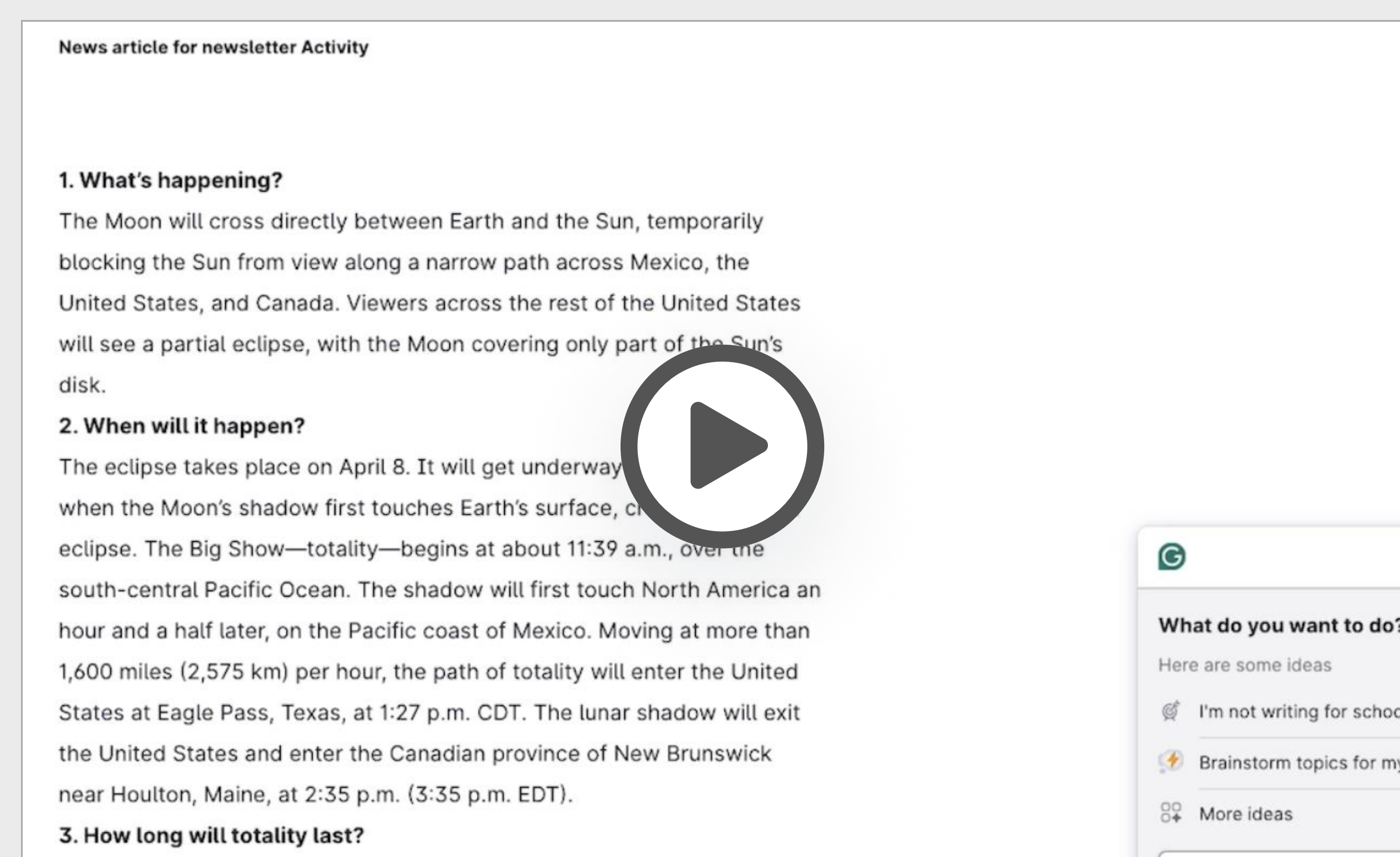
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

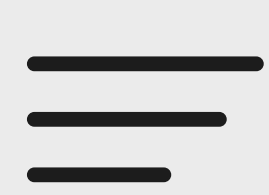
- Create a draft news article with information the CSU would like to share with their constituents. The draft news article should focus on the critical points of the update.
- Input (insert or paste) the passage into the Grammarly gen AI bot.
- Prompt the Grammarly gen AI bot to **“Help rewrite this news article for a campus staff audience supported by [department name].”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.



# Keywords for Research Activity

Author: Gen Marconette, Faculty Systems Manager

## Description

Keywords for research databases are specific terms or phrases used to search for information on a given topic. They are essential for narrowing search results and finding relevant academic papers, articles, or other resources within extensive databases.

## Purpose

Evaluate the experience of using gen AI to create a list of keywords.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

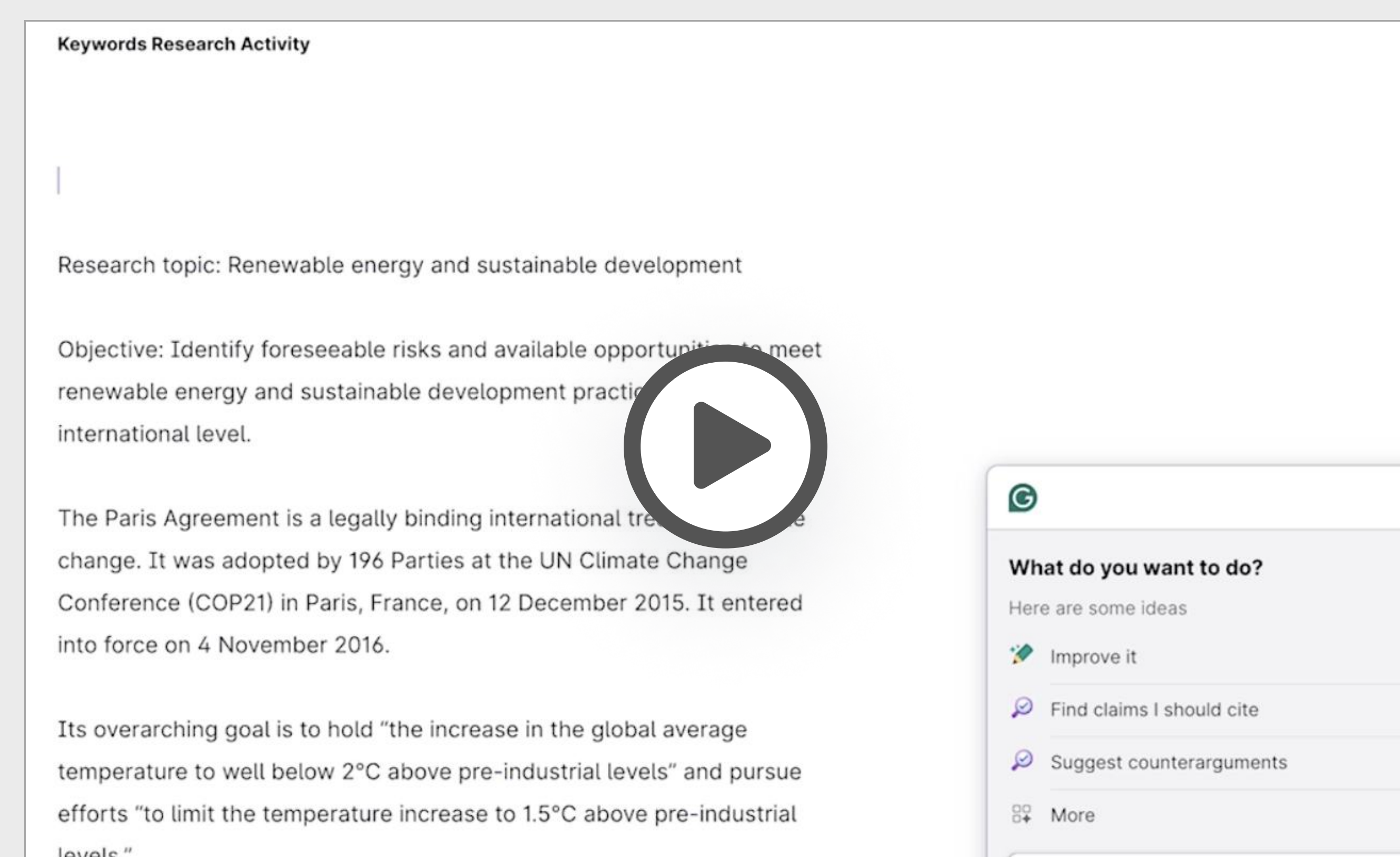
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Prepare a brief summary of the topic you want to research as well as your objective for the research.
- Input (insert or paste) the brief summary into the gen AI bot.
- Prompt the gen AI bot to **“Provide a list of keywords I can enter into a research database.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Presentation Script Activity

Author: Evan Daniel, Academic Technology Manager, Office of Academic Technology

## Description

Presenting our work to a larger audience is a universal experience for UT Austin students, faculty, and staff. In this activity, we'll assess generative AI's ability to create a presentation script (a structured outline to guide a speaker) based on a sample of your working notes/document.

## Purpose

Evaluate the experience of using gen AI to create a short presentation script using a working document sample.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

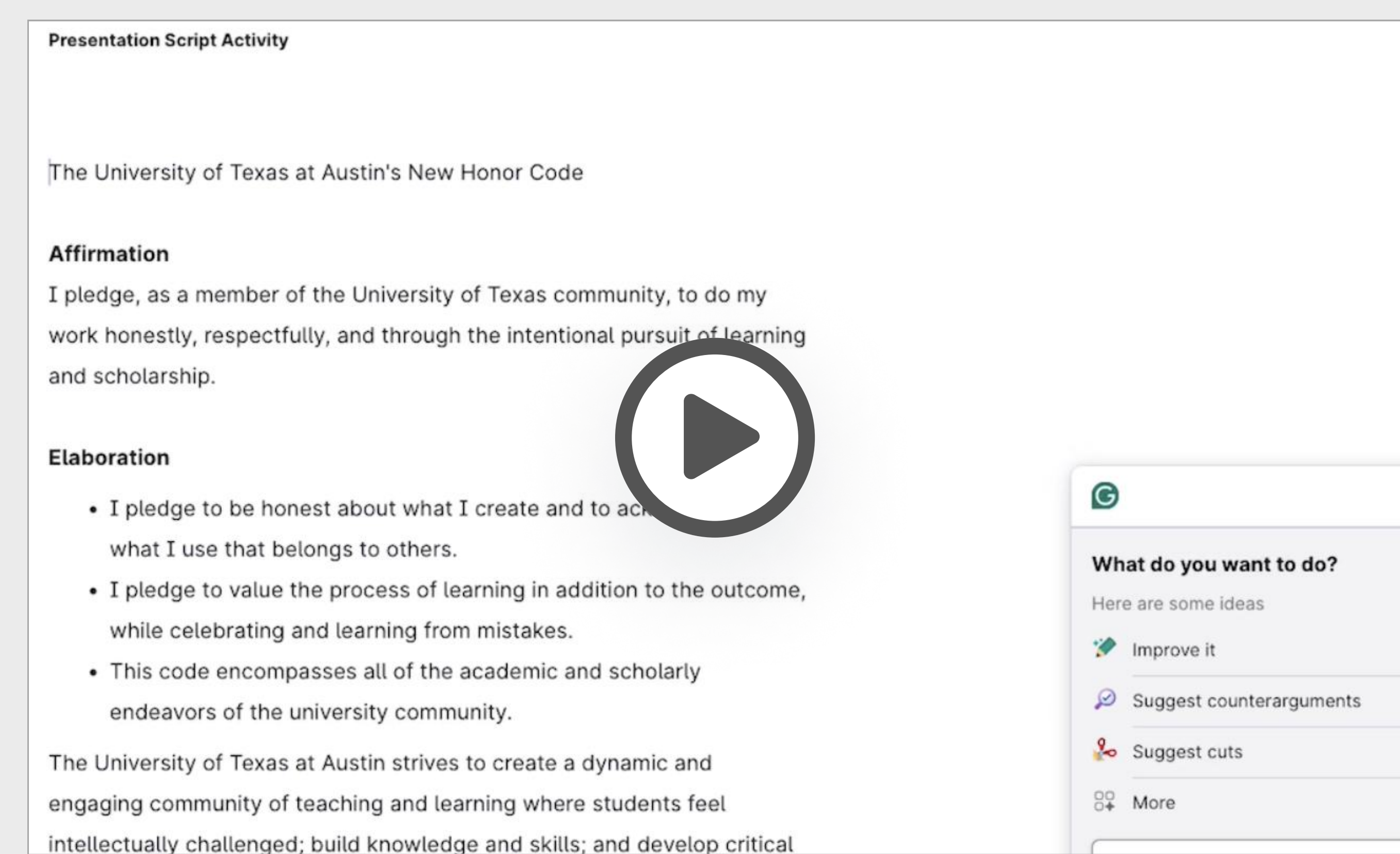
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

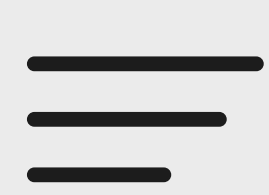
- Select an existing work document or prepare a write-up that could serve as the input for a brief presentation.
- Input (insert or paste) the text into the gen AI bot.
- Prompt the gen AI bot to **“Create a short presentation script for this document.”**

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



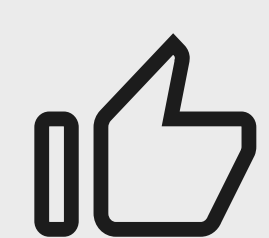
### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Coaching Conversation Activity

Author: Evan Daniel, Academic Technology Manager, Office of Academic Technology

## Description

Professional coaching conversations come in all shapes and sizes: supervisory meetings, mentor-mentee relationships, committee and/or council participation, and student-facing interactions. In this activity, we will evaluate generative AI's ability to help us prepare for these various dialogues.

## Purpose

Evaluate the experience of using gen AI to prepare for a coaching conversation.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

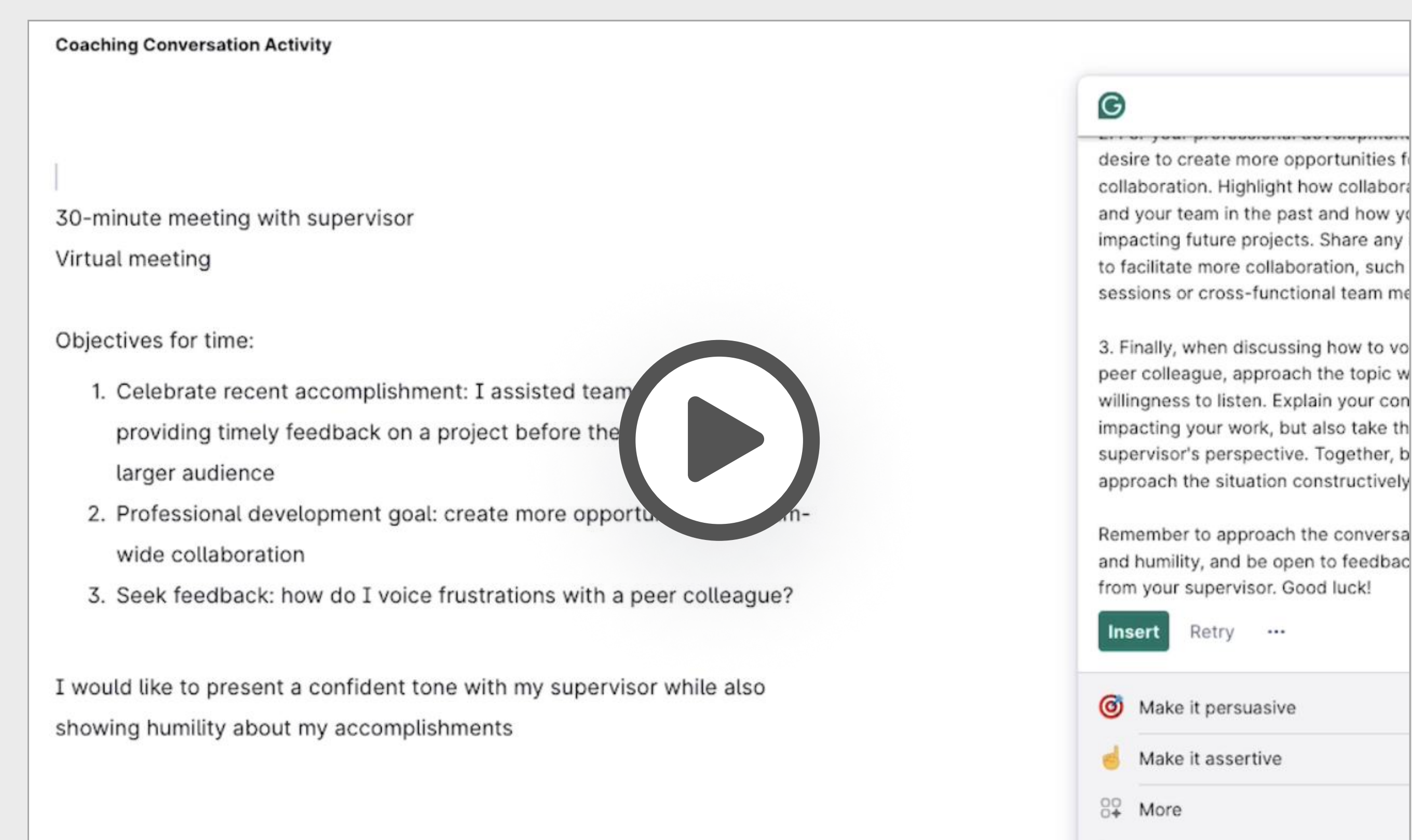
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

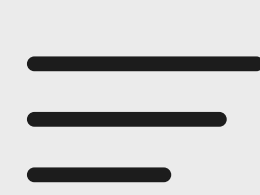
- Prepare a list of objectives or topics you intend to cover in an upcoming coaching conversation or select several outcomes from a past coaching meeting or one-on-one discussion.
- Input (insert or paste) these conversation objectives into the gen AI bot, with as much/little detail as you prefer regarding audience, tone, and expected outcomes.
- Prompt the gen AI bot to **“Use these objectives to help me prepare for a coaching conversation with [insert audience details].”**
- Add a follow-up prompt to turn the suggestion into a to-do list.

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



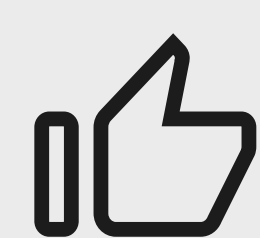
### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

# Changing Tense Activity

Author: Tricia Berry, Executive Director, Women in STEM (WiSTEM)

## Description

In the Changing Tense activity, authors use generative AI to alter a body of text (e.g., program description, event invitation, website content, etc.) for a different tense (e.g., current, future, past, etc.).

## Purpose

Evaluate the experience of using gen AI to alter the tense of a passage. For example, a proposal may be written in future tense to describe what will happen should a project be funded. Instead of having to rewrite and edit activities and outcomes once a project has been funded and a project has been completed, gen AI can be used to take the proposed (future tense) text of activities and outcomes and convert it to past tense.

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

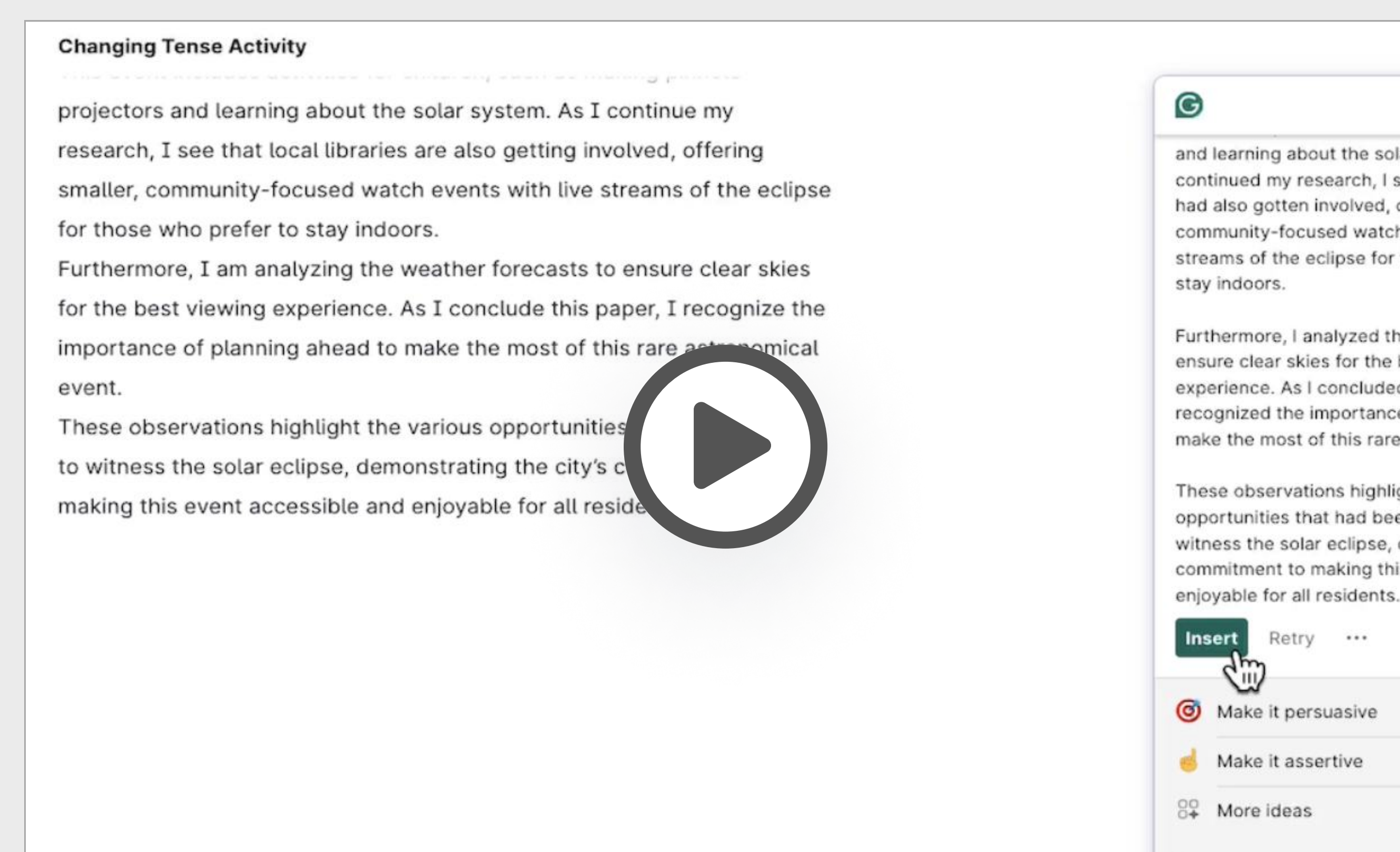
**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

[Watch a quick demonstration.](#)



## Instructions

- Prepare an original passage that uses one tense (e.g., current, future, past) or select an original piece of writing you have already created.
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to **“Rewrite the text using past tense.” (Or choose another tense for the rewrite.)**
- Evaluate the output using the [Activity Evaluation Form](#).

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?



### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.





# [Describe Your] Activity

Author: Your Name, Title

## Description

Overview of the activity

## Purpose

Evaluate the experience of using gen AI to [complete this activity objective].

## Glossary

**Gen AI bot:** The generative AI tool or interface being tested in this activity

**Prompt:** The instruction or task you give the gen AI bot. Prompts that provide specific, detailed instructions produce better output than vague or open prompts.

**Input:** The prompt and/or content that a user enters into the gen AI bot

**Output:** The content that the gen AI bot creates in response to the user input

## Video Demo of Activity

This is optional, but if you would like to add a screen recording of how to conduct this test, please do so.





## Instructions

- Prepare an original passage [that aligns with your custom activity] or select an original piece of writing you have already created.
- Input (insert or paste) the passage into the gen AI bot.
- Prompt the gen AI bot to “[**Complete activity description**].”

Evaluate the output using the following criteria:



### Accuracy

How accurate was the output based on your prompt?



### Intention alignment

How well was the output aligned with the intention in the original passage?



### User experience

How would you rate your overall user experience according to the purpose of this activity?



### Overall recommendation

Overall, would you recommend using this gen AI bot to conduct this task?

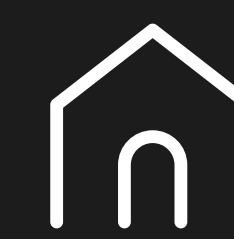


### Open comment

Please reflect on your experience and provide any recommendations or feedback about your experience with this activity.

**References:** Any resources that would help your tester

# Lesson Plans



## 1. AI Ethics and Responsible Use

### Context

This lesson will be introduced in a future Research Methods course in the [College of Liberal Arts](#) at UT, but can apply to any course or discipline that is aiming to implement AI with students.

### Duration

Weeklong lesson plan

### Ideal class size

~30 students

### Description

This lesson plan aims to develop students' understanding of the ethical challenges associated with AI, equip them with the skills to critically analyze AI-generated content, and foster a responsible attitude toward the use of AI technologies. This lesson focuses on the ethical considerations and responsible use of AI, with a particular emphasis on using Grammarly generative AI.

### Purpose

The purpose of this lesson is to encourage students to think critically about the impact of gen AI on society and enhance their understanding of AI ethics. After completing this lesson, students will be able to identify ethical challenges, apply ethical principles to AI-related scenarios, and express informed opinions on the responsible use of AI technologies.

[Full Lesson Plan →](#)

## 2. Argumentative Essay

### Context

This lesson plan was introduced in spring 2024 in an English Language program with high-intermediate English speakers/writers.

### Duration

This lesson plan was administered over 2 weeks (9 hours of in-class time).

### Ideal class size

10-15 students

### Description

Students will use generative AI during the editing stage of their writing process for their final paper, a 5-6 paragraph argumentative essay.

### Purpose

Students will evaluate the experience of using generative AI to brainstorm pros and cons associated with their topic ideas during the pre-writing stage, as well as during the editing process of their second drafts. In the final publishing stage, students will use gen AI to brainstorm where they might be able to publish their work.

[Full Lesson Plan →](#)

## 3. Brainstorming a Needs Statement Use

### Context

This lesson plan is tied to Introduction to Health Informatics with [UT iSchool](#). The lesson is designed to help student groups identify a topic area, as course feedback reported that this is an area that could use more instruction.

### Duration

Standalone class session (90 minutes)

### Ideal class size

15-25 students (roughly one-third are concentrating in Health Informatics)

### Description

The main activity for I310M: Introduction to Health Informatics is a group project to propose a health information technology that can address a health-related issue(s) of a specific setting/area/location by identifying a need(s). Because learners cannot easily shadow a healthcare professional or interact directly with patients, this activity offers an alternative whereby generative AI is used to brainstorm ideas and learn about clinical needs.

### Purpose

Evaluate the experience of using generative AI to brainstorm and refine research ideas to define a needs statement.

[Full Lesson Plan →](#)

## 4. Building Confidence

### Context

This lesson was introduced in a Management Strategy course out of the McCombs School of Business

### Duration

This lesson plan is administered over the entire fall semester. It is not intended to be the entire focus of a given course, but rather a continuous resource to help build student confidence and fluency with generative AI to advance their core managerial skills.

### Ideal class size

Flexible

### Description

In this series of lessons, undergraduate business students will use Grammarly generative AI in a variety of ways to further their development of key competencies such as:

- Problem-solving and critical thinking
- Evidence-based decision-making
- Adaptability and agility
- Collaboration and teamwork
- Effective communication

### Purpose

Evaluate the experience of using generative AI, specifically integrating Grammarly's AI tool into the Management 374H course at the McCombs School of Business to enhance students' writing skills, critical thinking, and understanding of academic integrity.

[Full Lesson Plan →](#)

## 5 . Communicating Complex Information

### Context

This lesson was introduced in an Engineering Communication course.

### Duration

The assignment comprises two parts. Students complete part one on their own before class as a homework assignment. Students complete the second part after receiving in-class instruction on adjusting writing for different audiences.

### Ideal class size

25-50 students

### Description

This lesson invites learners to work collaboratively with generative AI to transform a set of instructions that they have written for an expert audience into something that can be understood by a nonexpert or lay audience.

### Purpose

Learners will evaluate generative AI's fluency in revising their own original inputs, identify areas in which AI-generated outputs can be improved by human collaboration, and reflect on the experience of working with gen AI.

[Full Lesson Plan →](#)

## 6 . Brainstorm Lesson and Group Evaluation of Generative AI Output

### Context

Used in War and Epic Literature lecture course comprising first-to-fourth-year students.

### Duration

1-2 class periods, with asynchronous analysis in between

### Class size

Less than 30

### Description

In this lesson, students were asked to use Grammarly's generative AI tool to create a list of possible topics for a research essay based on the texts we were reading. They then annotated the topics and stack ranked them by usefulness to the specific class discussions that were the focus of the course.

### Purpose

Evaluate the utility of using generative AI to meet the needs of brainstorming topics for a research essay within a guided practice framework that focuses on digital literacy. In addition, this lesson is intended to help students come to terms with threshold concepts in literary study by investigating the use of gen AI to facilitate cognitive offloading.

[Full Lesson Plan →](#)



## 7 . Leadership Lessons Analysis

### Context

Introduced with Capstone students for a BS in [Communication and Leaders](#).

### Duration

Standalone lesson plan administered over 45-60 minutes / 60-75 minutes depending on whether gen AI has already been introduced

### Ideal class size

15-20 students

### Description

In this lesson, learners use generative AI in both forward and responsible ways to broaden their analysis of one or more social issue courses they have taken and assess the leadership skills they gained from those courses by analyzing how they might apply to their leadership journey to date.

### Purpose

Engage with generative AI in forward and responsible ways in order to broaden insights from reflection on social issues courses and leadership skills as they apply to personal leadership journeys. This lesson is designed to support students' cognitive presence related to connecting leadership with learning in critical social issues courses and a larger assignment to complete a social issues reflection paper.

[Full Lesson Plan →](#)

## 8 . Pre-writing With Multilingual Learners

### Context

This lesson plan was administered for a course taught through the [English Language Center's English Language Program \(ELP\) with Texas Global](#). The learners were non-matriculated students on F-1 Visas.

### Duration

Standalone lesson plan (75-90 minutes)

### Ideal class size

15-20 students

### Description

In this lesson, English language learners (ELLs) enrolled in an intermediate-level ELL writing course practice creating suitable prompts for generative AI to brainstorm ideas for an opinion essay, acquire and use topic-related vocabulary and concepts, and engage in the critical evaluation of gen AI output collaboratively and individually in support of their developing opinions. Learners use the knowledge and vocabulary gained during this lesson to write an outline for the first draft of an opinion essay.

### Purpose

The purpose of this lesson is to use gen AI to address challenges that occur during pre-writing activities with multilingual learners. Pre-writing activities, such as think-pair-share and group brainstorming, are used to activate student prior knowledge and to facilitate idea generation.

[Full Lesson Plan →](#)

## 9 . Statements of Teaching Philosophy

### Context

This lesson plan is designed to be used in a graduate course on Design Pedagogy/Instruction.

### Duration

Standalone, interactive lesson plan that can be administered over 60 minutes (depending on past familiarity/engagement with gen AI)

### Ideal class size

15-20 students

### Description

In this lesson, students will conduct independent research, engage in reflection, and use generative AI to help develop a foundation for developing their own statement of teaching philosophy.

### Purpose

To engage students in research, reflection, and active learning as mechanisms for developing statements of teaching philosophy that are meaningful to them

[Full Lesson Plan →](#)

## 10 . Lesson Plan Template Creator

### Context

This template is designed for instructors to be able to create new, personalized lesson plans for their course.

### Duration

Flexible use for a standalone lesson or a semester-long project

### Ideal class size

All class sizes

### Description

This template will help ensure your lesson is considerate of your learners and purposefully integrates generative AI.

### Purpose

Instructors can use this lesson plan template to design new lessons that meet the needs of their course.

[Lesson Plan Template Creator →](#)



# About Grammarly

Grammarly is the trusted generative AI partner for over 3,000 institutions. Its context-aware gen AI helps students write effectively in academic settings and helps professionals write more effectively in the workplace. Using the same AI tool in both environments helps students make the leap to becoming effective workplace communicators by giving them access to a tool they are already familiar with and understand how to incorporate into their work.



## Impactful

Harness AI to help all students become more confident writers, graduates, and professionals.



## Comprehensive

Empower faculty, staff, and students to write more efficiently and effectively in every applications.



## Responsible

Leverage AI to innovate without compromising student learning or institutional integrity.

**Protected by secure, private, and trustworthy enterprise-grade AI**

[Learn More About Grammarly for Education](#)

## About the University of Texas at Austin

Like the state it calls home, The University of Texas at Austin is a bold, ambitious leader supporting some 52,000 diverse students, 3,000 teaching faculty, and top national programs across 19 colleges and schools. As Texas' leading research university, UT attracts more than \$650 million annually for discovery. Amid the backdrop of Austin, Texas, a city recognized for its creative and entrepreneurial spirit, the university provides a place to explore countless opportunities for tomorrow's artists, scientists, athletes, doctors, entrepreneurs and engineers.

