

FOTL SP25

# Teaching Strategies: Preparing Students for Success in Future Workplaces



**LOYOLA**  
UNIVERSITY CHICAGO



# Panelists

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# HELPING STUDENTS USE AI REFLECTIVELY

Nancy Carr

Instructional Designer, LUC School of Social Work

# GENERATIVE AI AND THE IGNATIAN TRADITION

Reflective, ethical use of generative AI emerges from an ongoing conversation.

The Ignatian tradition recognizes that we are constantly in dialogue with ourselves, God, and others.

# INVITE REGULAR REFLECTION ABOUT AI USE

Emphasize that reflection is a conversation and that answers are always under negotiation – and should always be subject to ethical scrutiny.

Who benefits from what we are doing, and who is harmed? Bring these questions into the generative AI conversation.

# QUESTIONS TO SPUR REFLECTION

Discussions of generative AI often focus on **how** to implement it rather than on **why** such use is desirable or **what** effects it is likely to have on people. Questions to help students consider:

- Is generative AI use bringing me closer to people or separating me from them?
- Is it enabling or replacing collaboration with others?

# DEMONSTRATE FAITH IN STUDENTS

Students become responsible ethical actors in part because they are treated as such.

Rather than warning students against all uses of generative AI or encouraging the uncritical embrace of this technology, ask students to stop, think, and share their responses.

# SOURCES

Burns, M., Haarman, S., & Vukov, J. (2023, September 24). [Embrace AI through Ignatian pedagogy](#). *Conversations on Jesuit Education*.

Dobrin, S.I. [Talking about generative AI: A guide for educators](#). Broadview Press. [free pdf]

Marr, B. (2024, September 13). [How you become irreplaceable in the age of AI](#). Forbes.

# PREPARING STUDENTS TO USE AI IN THE WORKPLACE

Kelly Barry

Sr. Instructional Designer and Sr. Instructor,  
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**92% of surveyed  
employers say they  
expect to be using AI  
solutions in their  
organizations by 2028**

PREPARING THE WORKFORCE FOR JOBS OF THE  
FUTURE AWS STUDY ON AI SKILLS IN THE UNITED  
STATES

What does this mean for  
Juniors and Seniors who will  
be graduating before 2028?

Should Freshmen and  
Sophomores begin learning  
AI skills now?

Should educators be teaching AI literacy to their students to keep them competitive in the job market?

**66%**

**of employers say they wouldn't hire someone without AI skills**

[2024 Work Trend Index Annual Report from Microsoft and LinkedIn](#)

**71% of business  
leaders would rather  
hire a less experienced  
candidate with AI skills**

[2024 Work Trend Index Annual  
Report from Microsoft and  
LinkedIn](#)

Entry level university graduates may have an advantage over job candidates with more years of experience if they have AI skills.

AI can help liberate workers from menial work and enable innovation and creativity to flourish.”

—Michael Platt, neuroscientist and professor at the Wharton School of the University of Pennsylvania

# AI in Roles and Industries other than IT

- Project Manager
- Product Manager
- Program Manager
- General Manager
- Architect
- Graphic Designer
- Marketing Specialist

- Marketing Manager
- Accountant
- Sales Manager
- Writer
- Administrative Assistant
- Human Resources

- Account Executive
- User Experience Designer
- Business Consultant
- Operations Specialist
- Account Manager
- Operations Manager
- Financial Analyst

# Critical Skills needed in 2028 to use AI well

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STATES

- Critical thinking / problem solving
- Creative thinking / design
- Technical skills
- Ethics and risk management
- Communication
- Math
- Teamwork and interpersonal skills
- Management
- Writing

# Opportunities for Instructors

- Incorporate the critical evaluation and ethical use of AI into our course activities and assignments
- Ask students to apply and demonstrate critical skills to their AI use.
- Be certain to clarify your AI policy with your students

# Repositories of AI Assignments and Syllabus Statements

## Assignment Repositories

[AI Assignment Library](#), University of North Dakota

[60+ ChatGPT Assignments to Use in Your Classroom Today](#) (Yee, et al, 2023)

[Course and Assignment \(Re-\)Design](#), University of Michigan, Information and Technology Services

[Integrating AI into Assignments](#), Stanford University Teaching Commons

[Creative and Critical Engagement with AI in Education](#), AI Pedagogy Project, MetaLab (at) Harvard

## Sample Syllabus Statements

[Syllabi Policies for Generative AI Repository](#), maintained by Lance Eaton PhD

[Creating your course policy on AI](#), Stanford University Teaching Commons

[Syllabus Resources](#), from The Sentient Syllabus Project

[Generative AI in Teaching and Learning: Syllabus Statements](#), The University of Texas at Austin

# PREPARING STUDENTS FOR REMOTE AND DISTRIBUTED WORKPLACES

Kieran Murphy

Instructor, SCPS

Principal Consultant, Thoughtworks

# Today's professional workplace is distributed

Prior to the pandemic some work was distributed, often along boundaries related to the supply chain or workflow.

The tools to facilitate distributed work had developed as communication tools. Online collaboration was not well supported.

During the pandemic all work became distributed.

Online tools rapidly advanced to support distributed collaboration, including features like sharing control of one's desktop, whiteboard applications, document sharing, and breakout rooms.

Professionals also discovered techniques for both communicating and collaborating remotely.

# Today's professional workplace is distributed

Since the pandemic employees have not completely returned to the office.

Employers have also found value in embracing distributed work, including reduced office space and distributing work across time zones. Even in offices that require time on-site, we have some colleagues working remotely in virtually every setting.

This hybrid of on-site and remote colleagues collaborating, both in real time and across time zones, yields benefits both for employers and for employees, is unlikely to diminish.

# Success in a distributed workplace

## ETIQUETTE

- Mindful communication in a diverse environment, the workplace is global now
- Active listening, coupled with accessible presentation
- Maintain workplace boundaries and presentation
- Be present in remote settings, limit multitasking

## DELIVERY SKILLS

- Manage time, focus on staying on task or on topic and take timed breaks
- Favor collaborative working sessions over meetings, and maintain a balance of collaborative vs. individual working sessions
- Expectation management, estimation skill
- Engage with AI as a teammate

## COLLABORATION

- Embrace hybrid workplace, in which there are always some remote participants
- Remain open to new and varied communication tools, and to using a collection of these tools for different aspects of our work, every day
- Be intentional to learn and practice feedback skills

# Opportunities for instructors

## ETIQUETTE

- Encourage students to be active participants in synchronous sessions
- Have a formal "social contract" or "netiquette guide" in class materials
- Ask for feedback, periodically, listen and show that you are learning as well

## DELIVERY SKILLS

- Apply delivery skills and techniques in session format and presentation
- Explore and use professional collaboration tools and media
- Encourage students to estimate work before they do it

## COLLABORATION

- Include collaborative work in class sessions
- Incorporate icebreaker activities to help students develop comfort with online presence
- Encourage and provide safety for students to present and speak in class
- Design sessions to demonstrate time and task management

# Distributed workplace resources

- Mural: <https://mural.co/>
- Talklet:
  - <https://www.oreilly.com/library/view/presentation-patterns/9781491954980/video240599.html>
  - <https://presentationpatterns.com/glossary/>
- Pomodoro Technique: [https://en.wikipedia.org/wiki/Pomodoro\\_Technique](https://en.wikipedia.org/wiki/Pomodoro_Technique)

# PREPARING STUDENTS FOR CHANGE

Dr. Chris Dickman

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# GROWING ADAPTABILITY

- Incorporate critical thinking and problem-solving
- Encourage growth mindset and self-efficacy
- Encourage self-awareness
- Develop soft skills key to success in all environments

# Critical Thinking and Problem Solving

- Vary assignments and assignment types
  - Case studies, simulations, open-ended questions
- Use project and/or problem-based learning
- Introduce change into projects & cases
- Give students ownership of inquiry

# Growth mindset and self- efficacy

- Growth mindset: belief that skills and abilities can grow and are not fixed
- Self-efficacy: belief that we possess the skills needed to achieve
- Praise and assess effort rather than innate skill/talent
- Allow for mistakes and revision
  - Revision opportunities or mandates
  - Discuss mistakes, failure, and growth
- Share stories and struggle and perseverance
  - Your own or well-known models
- Give students some control over approach to work

# Self-awareness

- Have students assess:
  - Their performance and growth
  - Their growth mindset and self-efficacy beliefs
  - Their coping or adaptation skills
  - Their soft skills (communication, teamwork, empathy)
- Incorporate this in situ:
  - How did you feel when the project changed? How did you respond?
  - How did you relate to your teammates near the deadline?
  - How did you manage stress during this project?

# Soft skills

- For the 21st century:
  - Critical thinking/creativity
  - Problem-solving/decision making
  - Communication
  - Collaboration/Teamwork
  - Empathy
  - Adaptability/flexibility
- Add to your course:
  - Outcomes
  - Assignments
  - Class time/discussion

# Sample outcomes and activities

Skill area	Outcome	Assignment/ activity
Critical thinking/ problem-solving	Students will be able to find effective solutions to problems given a case study	Case study (solo or group)
Growth mindset/ self-efficacy	Students will identify the components of a growth mindset	Multiple choice test, short answer definition, group activity
Growth mindset/ self-efficacy	Students will assess their capacity for growth mindset	Growth mindset inventory/quiz – before and after course or other intervention
Growth mindset/ self-efficacy	Students will set appropriate learning goals and reflect on their progress toward them	Students are asked to set learning/ growth goals for the semester. At the end of the semester, they reflect on how well they met them
Coping/adaptation	Students will recognize successful coping and adaptation strategies for meeting adversity	Students read about coping/ adaptation strategies and take a quiz or review scenarios
Coping/adaptation	Students will self-assess their coping and adaptation strategies within the context of collaborative project work	Students take pre- and post-inventories on coping/adaptation strategies around a collaborative project; or reflect on their use of strategies.

# Sample outcomes and activities

Skill area	Outcome	Assignment/ activity
Communication	Students will identify communication strategies for improving collaborative processes	Read about effective communication strategies, then write about them or take a test
Communication	Students will assess their use of effective communication strategies during collaborative group work	Pre- and post-reflection on communication strategies, communication inventory completion
Teamwork	Students will work successfully in a group to accomplish a task or project	Self-assessment of teamwork and/or peer assessment of teamwork
Teamwork	Students will plan for assess their capacity to work in a group effectively	Students take a group work inventory to ID strengths and weaknesses in team environments; students set goals for group work; students assess their work post-project or activity

# Starting AI prompt for outcome generation

I am creating learning outcomes for my college-level course. I would like use the common ABCD model of writing learning outcomes: audience, behavior, condition, and degree. Please look up some examples of this model of writing learning outcomes, then generate sample outcomes for the following skills:

- Being flexible and adaptable
- Communication
- Growth mindset
- Self-efficacy

## Follow-up prompt

I would like students to 1) learn about growth mindset, 2) assess their own growth mindset, and 3) increase their growth mindset. Can you give me sample outcomes for each of these skills, again using the ABCD method mentioned before?

Time for Questions?



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**Thank you!**



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