

# *Innovative Education*

# DIGITAL LEARNING

## The AI Powered Course Makeover: A Case Study From USF

QM Connect // November 2025



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# Session Objectives



## Identify

**Identify** strategies for using GenAI to improve course quality and engagement.



## Examine

**Examine** practical methods to transform static course components using GenAI tools.



## Explore

**Explore** how to use GenAI tools to determine their best use cases for quality course redesign.



# THE COURSE: "AI In Media"

## Challenges



Insufficient introduction and overview section (Standard 1)



Course learning objectives needed refinement and consolidation. Module learning objectives and overviews did not exist, nor how they aligned with assignments. (Standards 2 & 3)



Instructional materials were walls of text with no visuals, interactivity, or engagement. (Standards 4 & 6)

**FIG. 1 — Organization of a biological brain. (Red areas indicate active cells, responding to the letter X.)**

The diagram illustrates the organization of a biological brain. It starts with a 'Mosaic of Sensory Points' on the left, which connects via 'Topographic Connections' to a 'Projection area (In some models)'. From the projection area, 'Random Connections' lead to an 'Association System (A-units)'. The association system then connects to 'Response Units' (R<sub>1</sub>, R<sub>2</sub>, ..., R<sub>n</sub>), which produce an 'Output Signal'. Red areas in the sensory points and projection area indicate active cells responding to the letter 'X'. Feedback circuits are shown returning from the response units to the association system.

**FIG. 2 — Organization of a perceptron.**

Welcome to MMC 4936: AI in Media and Society, a special topic class offered this spring, for the first time, by the Department of Journalism and Digital Communication.

Our goal this semester is to emerge with a comprehensive understanding of artificial intelligence and its implications for news, media and society at large. To do this, we'll explore the topic through various lenses—te

To get started, please turn your attention to the following items:

- [The course syllabus](#). This is our roadmap for the semester, and it contains important details about the structure of the class, the major topics and the graded components.
- [The first batch of lessons](#). Course content will be released in a staggered nature as a series of chapters. Some chapters will be text-based; others will incorporate multimedia and interactive elements. Today, you Wednesday morning.
- [The first discussion post](#). This post encourages you to examine how you already encounter AI in your day-to-day life. It's due end-of-day Wednesday and, importantly, represents our First Day Attendance activity due date, Jan. 11, at 11:59 p.m., to avoid getting dropped from the class.

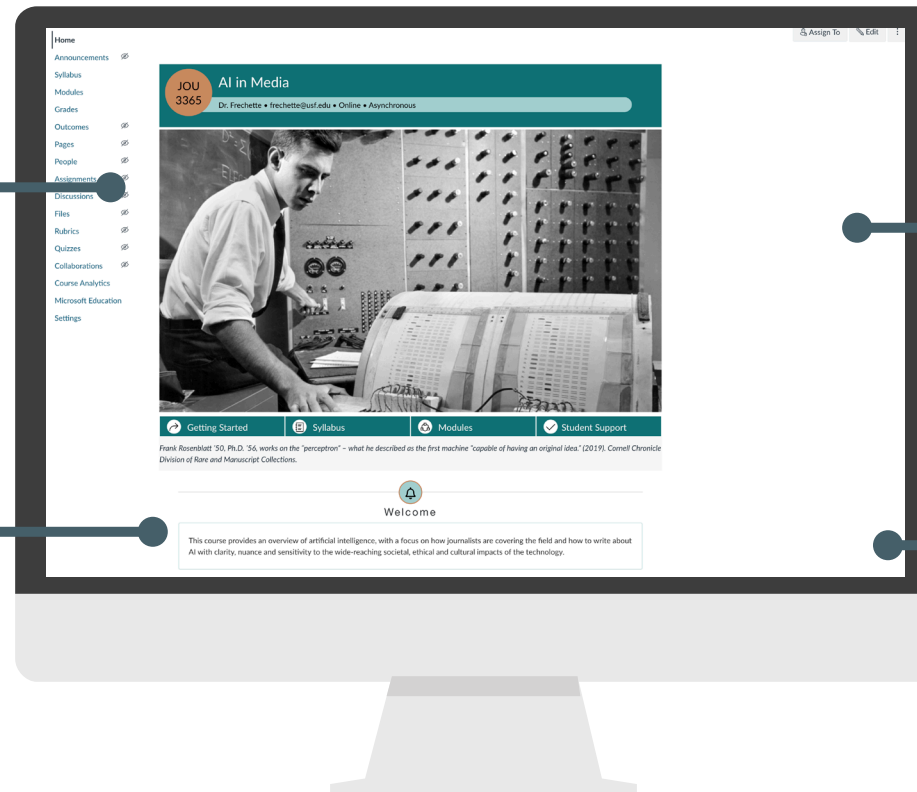
*The course's landing page before development*

# Challenge 1

## Lack of introduction/overview



**Standard 1: Course Overview and Introduction-** It focuses on how clearly the course sets expectations, establishes presence, and guides learners.



Getting Started-  
Course Overview (1.1)

Module Overview (1.2)

Student  
Introductions (1.9)

Visual Theme (1.2)



# Challenge 1

## Course Overview

### What's on the agenda today?

I am an instructional designer working on creating a course overview and introduction page to meet Quality Matters Standard 1. Please review the attached materials and pull out important information that students need to be aware of as well as any other helpful tips or reminders that will help students thrive in the course. Please make sure to pull information out that will help this course overview page to meet Quality Matters standard 1!

Attach Search Study

### Course Overview

This course provides an overview of artificial intelligence, with a focus on how journalists are covering the field and how to write about AI with clarity, nuance and sensitivity to the wide-reaching societal, ethical and cultural impacts of the technology.

### Welcome to AI in Media & Society



Welcome to JOU 3365: AI in Media and Society, a special topic class offered this spring, for the first time, by the Department of Journalism and Digital Communication.

Our goal this semester is to emerge with a comprehensive understanding of artificial intelligence and its implications for news, media and society at large. To do this, we'll explore the topic through various lenses—technological, historical, ethical and more. To get started, please turn your attention to the following items:

- [The course syllabus](#). This is our roadmap for the semester, and it contains important details about the structure of the class, the major topics and the graded components.
- [The first batch of lessons](#). Course content will be released in a staggered nature as a series of chapters. Some chapters will be text-based; others will incorporate multimedia and interactive elements. Today, you can access chapters 1-5, and more will be posted Wednesday morning.
- [The first discussion post](#). This post encourages you to examine how you already encounter AI in your day-to-day life. It's due end-of-day Wednesday and, importantly, represents our First Day Attendance activity. You must participate in this discussion by the due date, Jan. 11, at 11:59 p.m., to avoid getting dropped from the class.

### JOU3365 AI IN MEDIA

This infographic shows you the course design approach to the structure of this course where we begin learning foundations of AI, then move into working with AI tools, and then combining the two to create products and outcomes.

1

#### Foundational

In order to describe this process in a general way, we need to have very specific information at our disposal



2

#### AI Tools

In order to describe this process in a general way, we need to have very specific information at our disposal



3

#### Create

In order to describe this process in a general way, we need to have very specific information at our disposal



# Challenge 1

## Module Overview

### Content

#### Chapter 6: Champions of Responsible AI

Responsible AI (RAI) refers to the development and implementation of artificial intelligence in ways that ensure **fairness, transparency and accountability**. RAI addresses concerns related to privacy, security, bias and the broader ethical implications of AI on individuals and communities. Understanding RAI is crucial because AI technologies are increasingly integrated into various aspects of daily life, from healthcare and education to finance. Ensuring that AI systems operate responsibly is essential to mitigate risks of harm, discrimination and erosion of trust in technologies that can greatly enhance our lives.

##### RAI Champion Groups

Organization	Focus Area
AI Now Institute	Focuses on the social implications of artificial intelligence and advocating for ethical practices in AI.
Partnership on AI	A collaboration between major tech companies and academic institutions to promote ethical AI.
Future of Life Institute	Works to mitigate existential risks facing humanity, with a focus on AI safety and ethical alignment.
Center for AI and Digital Policy (CAIDP)	Promotes democratic values in digital policy, including responsible AI.
AI4ALL	Aims to increase diversity and inclusion in AI education and development.

##### RAI Champion Individuals

Name	Description
Stuart Russell	A professor at UC Berkeley and author, focusing on the implications and ethics of artificial intelligence.
Kate Crawford	A researcher and author known for her work on understanding the social implications of AI and data.
Timnit Gebru	An AI ethics researcher, known for her work on bias in facial recognition and other AI systems.
Joy Buolamwini	Founder of the Algorithmic Justice League, focusing on fighting bias in AI algorithms.
Max Tegmark	A physicist and AI researcher, advocating for the beneficial use of AI and founder of the Future of Life Institute.

### Assessments

#### Discussion 4: Research a Key Project from AI's History

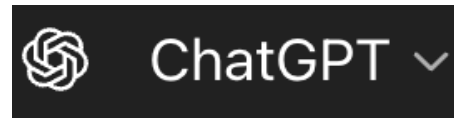
Select a project from the list presented in [this week's Chapter 1](#) and conduct some research online to learn about the background and significance of the effort.

Aim for about 300–500 words, and include the following elements in your post:

1. An overview of what the project aimed to do, and what the results of the efforts were
2. Notable people/organizations involved in the project
3. Why the project was noteworthy for its time
4. A list of your sources

**Important:** To ensure everyone covers a different project, [choose something that hasn't yet been claimed on this editable spreadsheet](#). Upon making your selection, please post a comment in the discussion thread.

Reply



### Module 4 Overview



Welcome to week four of AI in Media and Society.

In this second of five parts, we shift our focus, from the foundational concepts of AI, to the historical path and contemporary landscape that will further inform how we report on and write about the people, products, perils and possibilities of artificial intelligence.

Our goal over the next few weeks is to develop a framework for producing in-depth, accurate, ethical news stories about AI — stories that inform readers and enhance public understanding.

This week is about mapping the key projects and players — organizations, researchers, funders, technologists and scientists — past and present who have shaped the field. In doing so, we'll begin to see the patterns and connections that have led us to the current moment and portend what might happen next.



#### Student Learning Outcomes

Upon successful completion of this module, you will be able to:

**Pitch AI-related stories likely to appeal to editors and interest readers.**

- **Identify compelling story angles** by analyzing the impact of historical AI projects and figures, such as the Logic Theorist and key developments up to current AI models like ChatGPT.
  - *Assignments and activities used to assess Module Learning Outcome: (1) Discussion 4: Research a Key Project from AI's History*
- **Develop pitches** that highlight the influence of current AI players, funders, and influencers, emphasizing the narrative of their roles and contributions to the field of AI.
  - *Assignments and activities used to assess Module Learning Outcome: (1) Exercise 4: Think Tank Round-Up*



# Challenge 1

## Student Introductions

### Discussion



#### AI In Your Life

##### Instructions

For better or worse, AI systems already touch our lives in myriad ways. Even if you're not an avid user of a generative AI tool like Midjourney or ChatGPT, the companies with which you interact are using AI to manage their operations, fine-tune their content, interact with their customers and accomplish various other tasks.

To jump into this discussion, first pick a company that you interact with daily, or near-daily, and investigate their use of AI. Here are just a few examples you can view by clicking on the accordion:

▸ List of example companies to choose from

Feel free to pick a company that isn't on this list.

If the company you choose to focus on is heavily involved with AI and utilizes lots of AI systems in its operations (Amazon or Google, for instance), pick a specific example of how it's using AI.

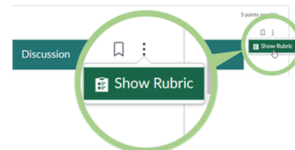
##### Deliverables

Provide a summary of what's been published about the company's AI adventures, and be sure to address the following points:

1. What does the AI accomplish for the company?
2. What makes it "smart," or intelligent?
3. How do you suppose the AI changes your personal experience with the app/company/tool? Does it add convenience? Satisfaction?
4. What do you see as potential pitfalls or challenges with the technology?

##### Grading Criteria

Check out the grading criteria in the attached rubric! To open it, just click on the three dots icon in the top right corner.



Using AI to draft engaging activities

Aligned with QM Standards and Course Outcomes

Asking students to work WITH AI



# Challenge 1

## Course Theme

### What's on the agenda today?

I am an instructional designer working on developing a visual theme for an AI In Media online college course. Please use these hex code numbers, the attached image, and a the course description and and brainstorm ideas for a visual them that ties the course content together as a design/visual theme that adds visual vibrance to the course does not distract from the content.

Attach

Search

Study

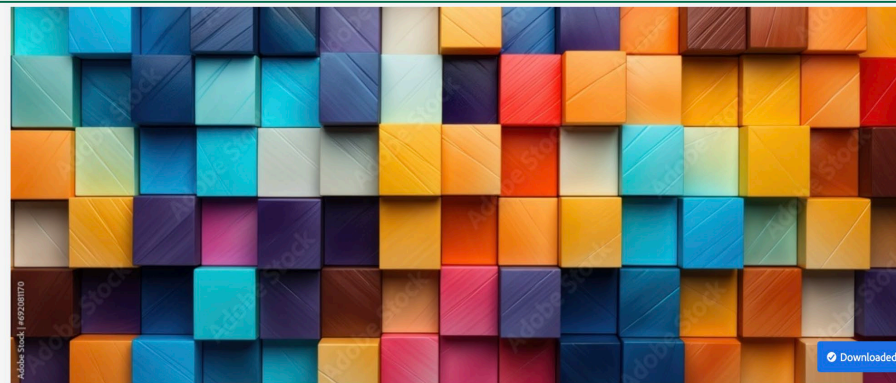


St Adobe Stock

All



multicolor rainbow blocks banner



Color palette in style of different blocks, wallpaper colorful palette banner panorama. Generative Ai.

By annamaria

Generated with AI

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CATEGORY Graphic Resources

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### Module 4 Overview



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  - Assignments and activities used to assess Module Learning Outcome: (1) Exercise 4: Think Tank Round-Up



# Challenge 2

## Module Level Outcomes

**Standard 2: Learning Outcomes** - Learning objectives, or competencies, describe what learners will be able to do upon completion of the course or module. They are measurable, clearly stated, and aligned with assessments and instructional materials.

### What's on the agenda today?

I am an instructional designer working on improving alignment of module level objectives in an online course to the assessments within the module. Please review the module level objectives and the assessment instructions and create alignment statements that identify which assessments align with which module outcomes. If there are misalignments between the two, please identify them and provide suggestions for how they could be properly aligned. This can be by modifying action verbs in outcomes or editing assignments to more accurately assess the outcomes

Attach Search Study

### Student Learning Outcomes

Students will demonstrate the ability to:

1. List, define and cite examples of foundational terms, technologies and concepts in AI.
2. Utilize AI tools to generate and analyze content in the context of communications.
3. Design prototypes for AI products in journalism and media.
4. Pitch AI-related stories likely to appeal to editors and interest readers.
5. Write in-depth, accurate, ethical stories about AI.
6. Cite best practices in crafting AI-related journalism.
7. Identify strengths and weaknesses
8. Explain how news organizations h
9. Discuss the role AI will play in soc
10. Express a personal philosophy ab

### Episode 13: Architects of AI

◀ Previous

Module 13 Overview

Throughout history, powerful tools have been used to maintain to protect powerful interests, and AI is no exception. Unresolved societal biases that disadvantage certain groups have been amplified by the very tools promised to empower and enhance. This week, we look at AI's potential to contribute to discriminatory practices and other harms.

### Student Learning Outcomes

Upon successful completion of this module, you will be able to:

- Discuss the role AI will play in society in the years to come, with a focus on ethical, legal, and philosophical risks and challenges.
- Analyze the implications of bias and discrimination in AI systems, demonstrating understanding of how these biases are embedded and the potential societal impact they have.
  - Assignments and activities used to assess Module Learning Outcome: (1) Discussion 8: When to Hold Back Innovation
- Evaluate the impact of AI on job displacement, discussing sectors most likely to be affected and exploring potential mitigation strategies such as re-skilling and policy changes.
  - Assignments and activities used to assess Module Learning Outcome: (1) Discussion 8: When to Hold Back Innovation
- Debate the adequacy of current ethical and moral frameworks governing AI development, utilizing case studies to highlight gaps and suggest improvements.
  - Assignments and activities used to assess Module Learning Outcome: (1) Discussion 8: When to Hold Back Innovation



# Challenge 2

## Rubrics/Grading Criteria



### Standard 3: Assessment and Measurement

Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives



**Module Level Outcomes-** To guarantee more molecular alignment and true measurement of outcome achievement



**Assignment Instructions-** Helps create clear and concise alignment and explanation between the directions and rubric



**Additional Goals-** Include preferred requirements- "Included one real world experience in your response"

Exercise

Your Plans for an AI-Enhanced Canvas

Instructions & Deliverables

Important: Tackle this exercise later in the week, after we've all had a chance to [weigh in on the discussion](#).

Based on all the ideas generated in this week's discussion, create a 1–2 page plan for incorporating AI into build into your plan all the features you feel would be most beneficial, along with descriptions of how students will encounter the elements you propose adding. These needn't be exhaustive, but should offer clues in terms of how the Canvas interface would be updated.

Also touch upon how your plan will complement [USF's generative AI guidelines](#) and encourage ethical use of AI.

Grading Criteria

See the rubric below for specific grading criteria. You should review the rubric before you begin working.

Points10

Submittinga text entry box or a file upload

File Typesdoc, docx, and rtf

DueApr 14, 2024

ForEveryone

Exercise 6: Your Plans for an AI-Enhanced Canvas

Preview Rubric

Enable self assessment

Previous


Exercise 6: Your Plans for an AI-Enhanced Canvas

Criteria	Ratings				
Comprehensiveness of the AI Integration Plan	Exceptionally Detailed Plan	Well Detailed Plan	Somewhat Detailed Plan	Vague Plan	Very Vague or Incomplete Plan
	The plan is exceptionally detailed, covering all essential features of AI integration, including clear descriptions of AI functionalities.	The plan is well-detailed with most essential features covered, including good descriptions of AI functionalities.	The plan covers basic features necessary for AI integration but lacks detail in some areas.	The plan mentions AI integration but is vague and missing significant details.	The plan does not adequately address AI integration features or is largely incomplete.
	2 pts	1.5 pts	1 pts	0.5 pts	0 pts
Comment					
Leave a comment					
User Interaction and Experience	Clear, Intuitive Descriptions of User Interaction	Mostly Clear, Intuitive Descriptions of User Interaction	Somewhat Clear, Intuitive Descriptions of User Interaction	Unclear, Nonintuitive Descriptions of User Interaction	No Descriptions of User Interaction
	Descriptions of how students interact with each AI feature are clear, intuitive, and show a deep understanding of user experience.	Most interactions are well explained, with minor gaps in clarity or intuition.	Some descriptions of interactions are provided, but they lack clarity or depth.	Few interactions are described, and those mentioned are unclear or impractical.	No realistic or clear description of how students would interact with AI features.
	2 pts	1.5 pts	1 pts	0.5 pts	0 pts
Comment					
Leave a comment					
Visual Representation of AI Features	Clear, Effective Visuals	Mostly Clear, Effective Visuals	Somewhat Clear, Effective Visuals	Unclear or Ineffective Visuals	No Visuals
	Visuals are clear, well-drawn, and effectively illustrate how AI features integrate into the Canvas interface.	Visuals are mostly clear and illustrate the integration of AI features with minor clarity or relevance issues.	Provides some visuals, but they are somewhat unclear or do not effectively demonstrate the AI integration.	Visuals are provided but are poorly executed and do not clearly relate to the AI features described.	No visuals are provided, or they are irrelevant to the AI features.
	2 pts	1.5 pts	1 pts	0.5 pts	0 pts



# Challenge 3

Pages consisted of static text blocks and linked readings, offering little visual or interactive engagement.

 **General Standard 4: Instructional Materials**  
A variety of contextualized instructional materials enables learners to achieve the stated learning objectives

*Lesson Intro Page - Before*

## Episode 2: The Wolf, the Goat & the Cabbage


This week, we take a close look at the paradigm that most heavily influenced the early development of artificial intelligence, and remains an important influence: symbolic AI.

- [Chapter 1: The River-Crossing Puzzle](#)
- [Chapter 2: Of Symbols & Rules](#)
- [Chapter 3: Imprinting Intelligence](#)
- [Chapter 4: Working with Algorithms](#)
- [Chapter 5: Inputs, Outputs & Interfaces](#)
- [Chapter 6: Decision-making Algorithms & Minimax](#)



*Lesson Intro Page - After*

### Module 2 Learning Materials



Rise Presentations

#### Episode 2: The Wolf, The Goat & the Cabbage

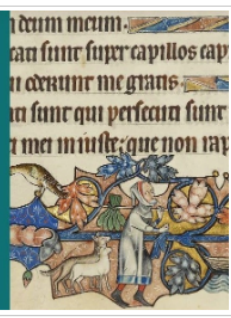
In this Rise presentation we will cover the following chapters and topics. Once you have finished reviewing and interacting with the presentation, you will begin working on the activities in this module. This presentation reviews:

- Chapter 1: The River-Crossing Puzzle
- Chapter 2: Of Symbols & Rules
- Chapter 3: Imprinting Intelligence
- Chapter 4: Working with Algorithms
- Chapter 5: Inputs, Outputs & Interfaces
- Chapter 6: Decision-making Algorithms & Minimax


Click on the image to access the presentation

#### Episode II: The Wolf, the Goat, & the Cabbage

START EPISODE



[BACK TO TOP ↑](#)

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# Challenge 3

While Rise provided the structural tool, Generative AI tools made custom imagery achievable at scale.

*Canvas Page - Before*

## Symbols

Symbols are all the discrete elements that make up the puzzle or problem. They can be both literal and conceptual elements. Let's break down the symbols in the river-crossing puzzle.

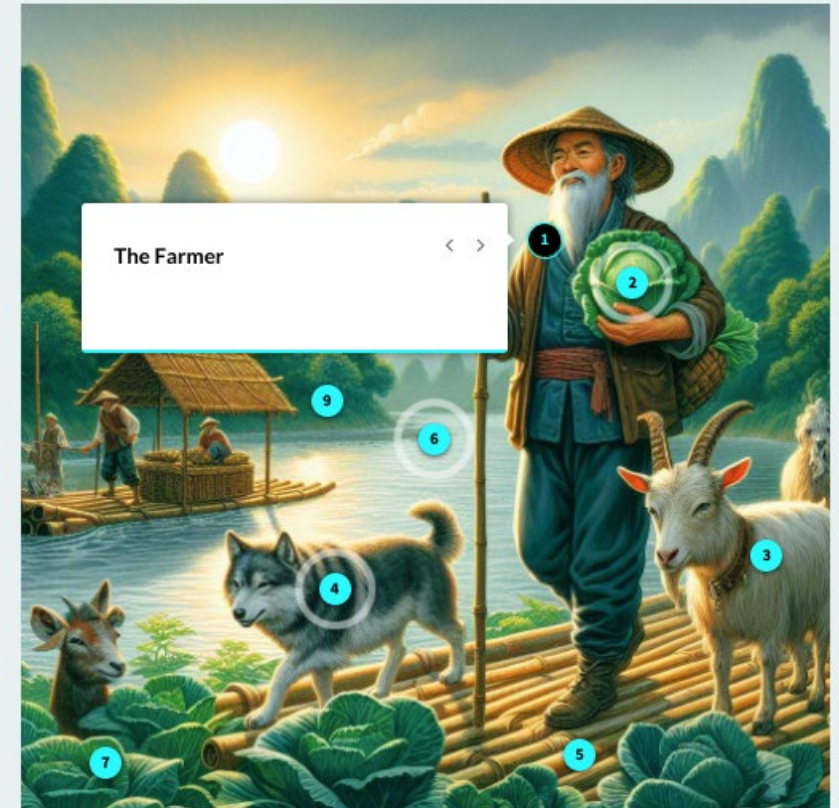
### Literal symbols

1. The farmer
2. The cabbage
3. The goat
4. The wolf
5. The raft
6. The river
7. The first shoreline
8. The second shoreline



*Rise Presentation - After*

## Literal Symbols



# Challenge 3

## Image Generation

### Source Text

#### Chapter 1: The River-Crossing Puzzle

As dawn breaks, a farmer stands at the edge of a riverbank, a makeshift raft of bamboo and river reeds at his feet. In his hand, he holds a head of green cabbage. To either side, a wolf and a goat mill about.

The farmer squints across the river to the opposite shore, about 50 yards away. He steels himself for the task ahead: Somehow, he needs to cross to the other side and bring with him his three prized possessions.

But there's a hitch.

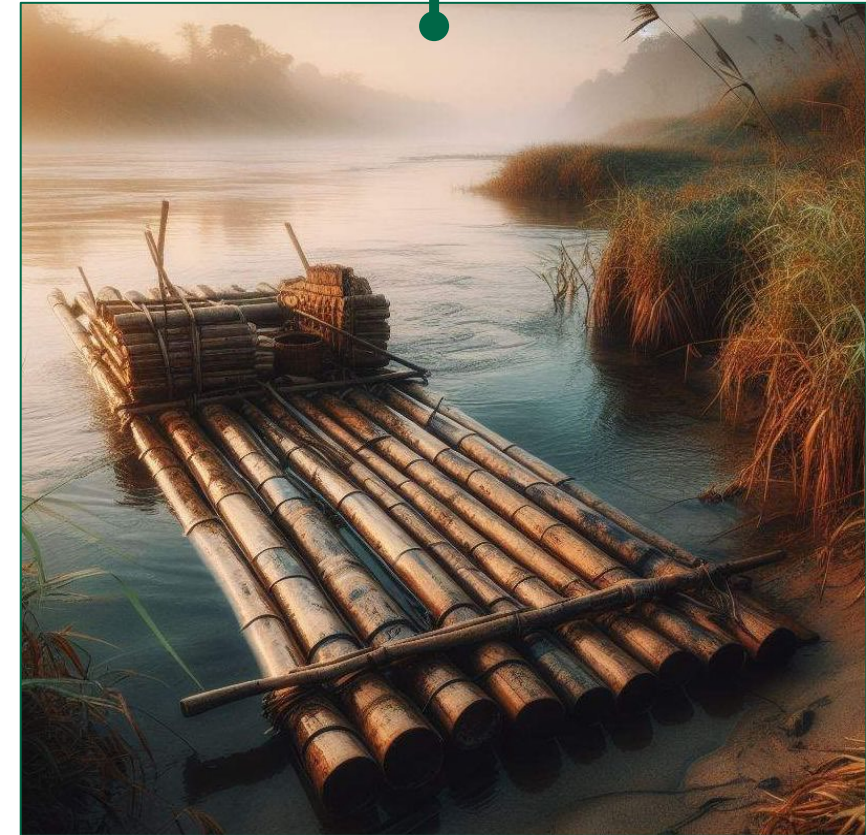
To safely cross, he can only bring one item at a time. What's more, his cabbage, goat and wolf aren't known for getting along well.

Indeed, if he leaves the cabbage and goat alone for too long, the goat will surely eat the cabbage.

And if he leaves the goat and the wolf alone for too long, the wolf will surely eat the goat.

Nonetheless, the farmer needs to get everyone over to the other side of the river, and he only has his raft to do. What's more, the current is picking up, and he needs to be on the raft whenever it's in the water to ensure it makes it from point A to point B.

### Image output



### Adobe Firefly Prompt

#### Prompt

Bamboo raft floating near the riverbank at sunrise, surrounded by morning mist and golden light. Warm, natural tones, with gentle reflections on calm water. The atmosphere is peaceful. In the style of a fantasy landscape painting.



Uses 1 credit

Generate



# Challenge 3

Precise prompting is key to generating quality images



Prompt  
a goat on a raft in a river



Prompt

A serene morning scene of a white goat standing on a bamboo raft floating down a calm river surrounded by lush green forest. Soft sunlight filters through the mist, creating golden rays that illuminate the goat's fur and shimmer on the water's surface. In the background, wooden huts and other bamboo rafts with people can be seen along the riverbank. The atmosphere is peaceful, painterly, and dreamlike — in the style of a hyper-realistic fantasy landscape painting.



Uses 1 credit



Generate



# Key Takeaways for Designers

## Decision Making Guide

- ▶ AI + QM Standards = Efficiency with Integrity
- ▶ Use QM as your guardrail
- ▶ Iterate intentionally



# Key Takeaways for Designers

## Decision Making Guide

### Guiding Questions for AI Use in Quality Course Design

Does the AI use support or enhance a QM Standard?

Does it improve clarity, variety, or accessibility?

Is the content accurate and bias free?

Has the content undergone human verification and judgement?



# AI Tools for Course Development

Enhance creativity, streamline workflows, and align with QM standards



Scan with your smartphone to explore the list

# Syllabus & Course Guidance on AI

Get information on syllabus statements and guidance on AI use in your course



## Academic Integrity

Academic integrity is a cornerstone of any educational institution, and it is especially crucial in an online education course where the opportunities for collaboration and information sharing are vast. As a student in this course, you are expected to uphold the highest standards of honesty and personal integrity in your academic work.

It is important to note that **\*\*all assignments should be completed independently\*\*** unless explicitly stated otherwise. While you are permitted to use AI tools to assist you in your assignments, it is essential to understand that the true value of your education comes from your own critical thinking and effort. Relying solely on AI may not provide the deep understanding and skills that you will need in the business world.

When using any external sources, including AI, **\*\*citations must be provided\*\*** where required. This not only gives credit to the original creators but also reinforces the transparency and honesty that are expected in all your academic endeavors

Please be reminded that **\*\*quizzes and exams are closed notes\*\***. This means that you must rely on your knowledge and understanding of the course material without the aid of external resources during these assessments. The use of AI in quizzes and exams is not permitted

By adhering to these principles, you demonstrate your commitment to academic integrity and the value you place on a genuine and meaningful education. Let's work together to maintain a culture of honesty and respect in our academic community.

Template designed by Digital Learning, USF Innovative Education





## AI AND EVERYDAY IMPACT: Applied Practices GRADUATE CERTIFICATE

### Activate AI. Shape the Future.

#### Earn Your Graduate Certificate in AI and Everyday Impact: Applied Practices

Artificial Intelligence is no longer on the horizon—it's already here, influencing how we work, learn, connect, and live. From personalized learning and healthcare diagnostics to hiring algorithms and financial services, AI is embedded in the tools and systems we interact with every day.

As these technologies rapidly advance, there's an urgent demand for professionals who can thoughtfully assess AI's broader impact on people, communities, and society. That's where you come in.

The **AI and Everyday Impact: Applied Practices Graduate Certificate** empowers you to:

- Understand AI's real-world applications in everyday systems and services
- Explore ethical, social, and cultural implications of emerging AI technologies
- Join a growing network of forward-thinking professionals invested in responsible AI use

Developed with flexibility and real-world relevance in mind, this online graduate certificate gives you the tools to critically engage with AI—and shape its impact for good.

DOWNLOAD BROCHURE

UPCOMING DEADLINE  
**February 15**  
FOR SUMMER 2026 START

TOTAL CREDITS  
**9 HOURS**

PROGRAM LENGTH  
**2 SEMESTERS**

COST PER CREDIT HOUR  
**\$461** IN STATE TUITION

# Want to Learn More?







UNIVERSITY OF SOUTH FLORIDA

## **NEW POWERFUL AI MICROCOURSES**

FREE // SELF-PACED // FULLY ONLINE

### **GenAI in Action:**

Impact and Possibilities

**Oct. 1 – Jan. 11**

6 Hours

[\*\*usf.to/GenAI\\_MOOC\*\*](https://usf.to/GenAI_MOOC)

### **AI Whisperer:**

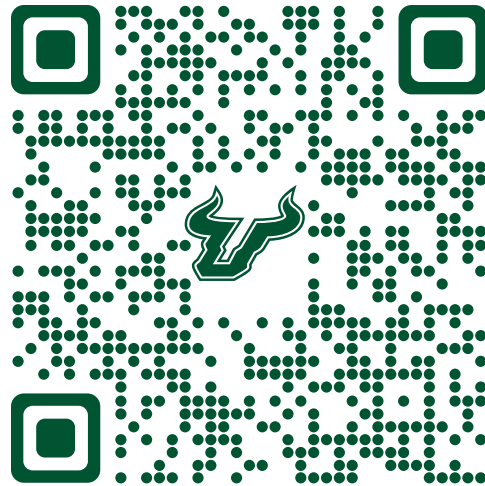
A Microcourse in Crafting Prompts

**Oct. 1 – Feb. 28**

3 - 4 Hours

[\*\*usf.to/AIWhisperer\*\*](https://usf.to/AIWhisperer)

# Thank you!



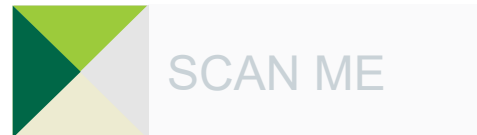
## MEET OUR TEAM

Get to know our team of experts



## SEE OUR WORK

View a portfolio of our work





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