# AI for Higher Education Educators: Imagine It, Then Do It

Instructor Russ L'HommeDieu, DPT • Area Teaching and Technology • Contact hours Not assigned • Modules 9

## Course Description

A hands-on course that takes faculty from first use of generative artificial intelligence to confident, ethical practice. You will learn which platform fits which academic task, how to prompt well, how to use a browser agent inside your learning management system, and how to redesign assessment and policy for a world where students have these tools too.

## Learning Outcomes

By the end of this course, learners should be able to:

- Explain how generative AI produces fluent responses and identify common reliability limits.
- Select AI platforms and workflows that fit an academic task and its data-protection requirements.
- Develop clear prompts and use source-grounded tools to support teaching and scholarship.
- Use browser-based AI agents with appropriate task boundaries and human supervision.
- Create or prototype learning tools with AI-enabled platforms and evaluate their usefulness for learners.
- Apply privacy, fairness, transparency, and human-accountability principles to educational AI use.
- Design assessment and course policies that make student thinking visible and support AI fluency.

## Learning Format

Instruction combines focused reading, curated video and other resources, practical application, reflection, and formative checks for understanding. AI-coached activities support practice; learners remain responsible for judgment and for verifying claims and sources.

## Progress and Assessment

- Module quizzes are enabled in 8 modules. Consult the course page for each quiz's requirements and passing criteria.
- No final examination is listed as enabled.

*Grading details, course dates, and institutional policies are not specified in the course information used to generate this syllabus. Consult the instructor for any applicable policies or accommodations.*

# Course Sequence

Modules are presented in sequence. Each module pairs the topic with its central learning focus.

### Module 1: How Generative AI Works and Where It Fails

A large language model is a prediction engine. Understanding that one fact explains both its remarkable usefulness and its characteristic failures.

### Module 2: Choosing the Right Platform for Academic Work

Each major platform has a distinct profile of strengths. Choosing well depends on the task, on where the work must end up, and on what your institution has approved for the data involved.

### Module 3: Prompting for Teaching and Scholarship

Good prompting is clear professional communication: say who the AI should be, what you want, what it needs to know, what the result should look like, what to avoid, and what good looks like.

### Module 4: Grounded Research and Course Materials with Gemini Notebook

Source-grounded tools change the trust equation: every claim carries a pointer to the passage it came from, so verification takes seconds instead of hours.

### Module 5: Claude in Chrome, an AI Agent in Your Browser and Your Learning Management System

A browser agent can carry out repetitive, multi-step work inside signed-in websites such as a learning management system, but it must be scoped to pages without student records and supervised step by step.

### Module 6: Imagine It, Then Do It: Building Learning Tools with v0, Vercel, and Suno

Faculty can now create working learning tools, websites, and media by describing them clearly. The scarce skill is no longer coding. It is imagining a specific result and steering toward it.

### Module 7: Ethics, Integrity, and Privacy

Ethical AI use in higher education rests on four duties: protect student privacy, treat students fairly, be transparent about your own use, and keep human judgment in charge of decisions that affect people.

### Module 8: Assessment, Course Policy, and Your Practice Plan

The durable response to student access to AI is clear policy for each assignment, assessment that makes thinking visible, and deliberate teaching of AI fluency, sustained by the instructor's own ongoing practice.

### Module 9: Why Health Professions Programs Need Advanced AI Training

AI can raise what a learner produces today while lowering what the learner retains. Programs protect future clinicians by teaching habits that keep human reasoning in charge and by preparing faculty to guide responsible use.

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