

AI Faculty Toolkit



[Assignment Redesign] In-person >> Online Converting an Individual Reflection Assignment to a Discussion Board

Chat Summary:

Overview:

As I convert a hybrid course to fully online, asynchronous I want to build spaces and assignments that encourage student interaction. I already have several individual reflection assignments, so I wanted to convert some of those into online group discussion board assignments. Following is a description of how I did this using generative AI.

The Prompting Strategy:

1. I used **PromptBot** in Boodlebox to convert the assignments.

Help me develop prompts to convert online individual reflection assignments into engaging online discussion board questions.

2. **PromptBot** suggested using Claude 3.7 Sonnet and provided the following prompt.

As an experienced online education specialist, transform the following individual reflection assignment into 3-4 engaging discussion board questions. Focus on creating questions that:

- *Encourage critical thinking and peer interaction*
- *Connect personal experiences to course concepts*
- *Foster meaningful dialogue rather than simple responses*
- *Include follow-up prompting suggestions for deeper discussions*

Please format the questions in a clear structure with:

- 1. Initial discussion prompt*
- 2. Supporting sub-questions*
- 3. Suggested guidelines for peer responses*

[Insert reflection assignment here]

3. I switched to Claude Sonnet 3.7 within BoodleBox and edited the prompt above to fit my chosen assignment. I copied the original reflection assignment from Canvas, pasted it at the end of the prompt, and generated the new assignment.

4. The **Discussion Assignment and Revision Prompts**

- Claude provided a discussion assignment that covered most of what I wanted but was too detailed and long. It also provided a helpful suggestion to use the “Game Analysis Framework” as part of the discussion prompts. I decided to use this idea and prompted:

Use the template and game analysis framework you suggested to revise the discussion assignment. Also condense it some - the previously proposed version is too long and complex.

- Claude then provided an updated version. I was curious how it approached AI-resistant assignment creation, so I prompted:

Describe how this assignment is currently resistant to students using AI to answer the discussion prompts. Also provide ideas for how to make it more resistant.

- This helped me better understand which elements are more resistant to AI-use and how to improve this in my assignments.

5. **Final Step**

- My final step was to change the formatting to match what I use throughout my classes for discussion assignments. I prompted:

Edit the discussion assignment to format it into these sections: Purpose, Task, Grading Criteria.

6. **Final Draft- Gamification in Food Science Education: Analyzing "Unpeeled"**

- I used the Experience, Analysis, Application framework and edited it further as I built the assignment in Canvas.

Gamification in Food Science Education: Analyzing "Unpeeled"

Purpose

This discussion assignment encourages you to critically analyze educational gamification in food science while applying concepts from Chapter 1 about food selection criteria. By examining the "Unpeeled" game through a structured framework, you'll develop skills in evaluating educational tools, connecting course concepts to practical applications, and engaging in meaningful peer dialogue about food science education.

Task

1. **Play the "Unpeeled" game** using the provided link and review its development documentation.
2. **Create a discussion post** using the Game Analysis Framework:

EXPERIENCE (Your personal interaction with the game)

- Identify the likely target audience and explain your reasoning
- Describe your initial reactions and a specific moment where you learned something new
- Connect the game to food selection criteria concepts from Chapter 1

ANALYSIS (The game as an educational tool)

- Identify what you believe are the primary learning objectives
- Compare the developer's stated goals with your actual learning experience
- Discuss which social/cultural factors from Chapter 1 were effectively represented

APPLICATION (Improvement and expansion)

- Propose one specific improvement based on Chapter 1 concepts
- Explain how your improvement would enhance educational value

3. **Respond to at least two classmates** by:

- Comparing your gameplay experience with theirs
- Offering one constructive suggestion related to their improvement idea
- Supporting your points with specific examples from both the game & Chapter 1

Grading Criteria

Your discussion participation will be evaluated based on:

- **Completeness (30%):** Addressed all components of the framework with sufficient detail
- **Critical Thinking (30%):** Demonstrated thoughtful analysis rather than simple description
- **Course Connection (20%):** Effectively applied specific concepts from Chapter
- **Peer Engagement (20%):** Provided substantive, constructive responses to classmates that extend the discussion

Note: This assignment requires your personal gameplay experience and specific observations. Include at least one specific example or moment from your gameplay to authenticate your experience.