



D'Artagnan AI: Students build first- of-its-kind model focused on helping college students and professors

By David Hamilton

College life can be a lot to handle — to make it easier, a group of Xavier entrepreneurship students built a first-of-its-kind generative AI tool designed specifically to help their peers and professors.

This past semester, students created what they believe is the first language-model designed to help students and faculty use generative AI in an ethical and academically honest way, naming the chatbot after University mascot D'Artagnan.

Visitors to [dartagnanai.com \(\)](https://www.dartagnanai.com/) can ask any question they might have about using AI in college and, chances are, "D'Artagnan" will have an answer. (You can read two real queries and the bot's responses at the end of this story.)

Assistant Professor of Management and Entrepreneurship Jarrod Humphrey, who oversaw the project through his Entrepreneurial and Innovation Mindset course in the Williams College of Business, said the end result actually came as a bit of a surprise.

"We didn't start this semester saying, 'We're developing an AI tool,'" Humphrey said. "I just said, 'Hey, we have a problem here.'"



Jarrod Humphrey, Ph.D.

That problem centered on academic integrity.

Humphrey said he noticed media outlets focused heavily on AI's potential negative impacts on college campuses, creating a narrative that students' relationship with chatbots revolved primarily around rampant cheating.

"But my experience is, that's not really the case; that doesn't paint the full picture," Humphrey said. "We have a group of faculty who want to use [AI] themselves ... but want their students to use it responsibly. We also have students who want other students to use it responsibly and not cheat or undermine the academic system. That's a classic problem that entrepreneurial people could solve."

Humphrey challenged his students to collectively conduct hundreds of interviews with their peers and professors to identify the field's most pressing problems and devise a solution.

Rather than something such as developing a handbook or training course on the ethical use of AI, the students decided the best solution was to build a tool of their own that can help people navigate using AI

responsibly. Still only a prototype, their tool has received thousands of queries already, Humphrey said.

The project marked a new endeavor for most students, including rising junior Jack Micucci, a marketing and entrepreneurship double-major who noted the iterative process of training the model.

"The first test drive of the model in class wasn't the most refined, so it was interesting to see, as we developed it more and more, just how much more accurate and how much better it was getting at doing the jobs that we were asking it to do," Micucci said. "It was really cool to just see and very insightful to see, especially to get a little bit more knowledge of how other models might be getting trained, just everything that went into it and how it learned and got better with each and every version."



Jack Micucci

Micucci and his classmates trained D'Artagnan on 2 million words, taken from publicly available resources on ethical AI use by 200 of America's top universities.

The experience in the classroom translated to a real-word opportunity for Micucci, who is currently interning with a Cincinnati-

based startup focused on helping client brands grow and protect their reputations concerning AI.

"Cincinnati is a unique spot for tech startups and trying to be innovative with technology and trying to do new stuff, and I think Professor Humphrey did a wonderful job bringing that into the classroom," Micucci said. "I'm super appreciative of that and how he was able to create a classroom environment that really sparks creativity and innovation."

As generative AI continues advancing at breakneck speeds, Humphrey believes Xavier is poised to be a leader in the field from a higher education standpoint.

"I have immersed myself and leaned into the AI movement here at Xavier ... and I would say our D'Artagnan project puts us out in front of peer institutions," Humphrey said.

https://express.adobe.com/express-apps/animate-from-audio/) can animate audio recordings, potentially making your presentation more engaging. Below this, a note says: 'Remember to critically reflect on the AI tools you use, understand their limitations, and ensure that their use aligns with academic integrity principles.' The AI also mentions it is a minimum viable prototype (MVP) created by students of ENTR305 at Xavier University."/>

Certainly! Here are some online resources that can help you learn about generative AI:

- The AI Pedagogy Project:** Offers a selective guide to resources on Generative AI in higher education, including discussions on its social and ethical impacts. You can explore more at [AI Pedagogy Resources](#).
- Stearns Center for Teaching and Learning:** Provides strategies for teaching with AI generation tools and has a resource page dedicated to AI Text Generators. Learn more by visiting their [AI Text Generators Resource Page](#).
- Thomas Jefferson University's LibGuides:** Offers a guide on Artificial Intelligence that includes resources on common AI tools, their new capabilities, and more. Check out the guide at [Jefferson University's AI LibGuide](#).
- Missouri Online | Teaching Tools:** Contains practical AI resources for instructors and students, including a series on Practical AI for Instructors and Students. You can find these resources at [Missouri Online Teaching Tools](#).
- CTLO at Caltech:** Discusses the implications of generative AI in teaching and provides resources for setting guidelines in academic settings. More information can be found at [CTLO Resources for Teaching In the Age of AI](#).
- Clemson University's Research and Course Guides:** Offers a guide on Artificial Intelligence in the Classroom, which includes information on generative AI and related technologies. Visit [Clemson University's AI Guide](#) for more details.
- UCI Division of Teaching Excellence and Innovation:** Provides resources to support understanding of generative AI, its limitations, and how to cite AI in academic work. You can find these materials at [UCI DTEI ChatGPT Resources](#).

These resources should provide a comprehensive starting point for your exploration of generative AI.

This chatbot is a minimum viable prototype (MVP) created by the students of ENTR305 at Xavier University. Help us improve it by leaving some feedback here: [Feedback Form](https://forms.office.com/r/23DZKxVyKQ)



Built **Short**
with **hand**

(<https://shorthand.com/>?utm_source=www.xavier.edu&utm_medium=referral&utm_campaign=footer&utm_term=built+with+shorthand&utm_content=2xFdeuGWXx)