Rutgers Business School

AI at RBS: Teaching AI and Teaching with AI

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AI in Teaching: Transformative Tools & Challenges

RBS's AI initiatives

- Undergraduate level: AI across RBS (integration approach)
- AI specific courses:
  - *AI in Marketing; Leading with AI; AI in Accounting and Audit; Supply Chain AI.*
- AI incorporated in existing courses:
  - *Audit Analytics; Cybersecurity Assurance; Supply chain trends; Management of Innovation and Tech; Investments; Management Info Systems; Data Analysis & Visualization*
- AI focused graduate degree programs:
  - *Master of Accountancy in Accounting and Analytics – Specialization in AI*
  - *Master in IT and Analytics - Data Science and Machine Learning concentration*
  - *MBA - AI Concentration*
- BYOC modules
- RBS/Google AI platform

BYOC Course Structure

6 BYOC Courses (Electives) – Open to all RU Students

Online asynchronous courses designed for flexible learning.

5 Modules per Course

Each course consists of 5 modules.

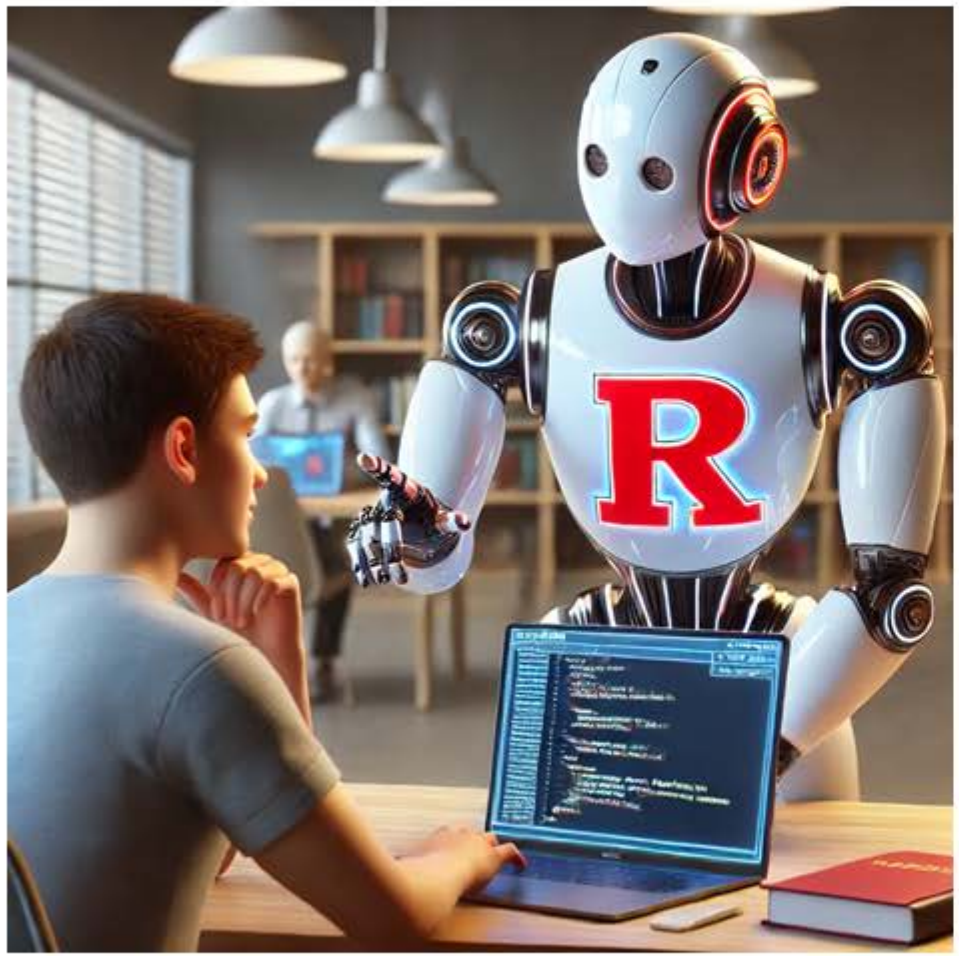
1 Credit per Course

Students earn 1 credit upon successful completion of a BYOC course.

65+ BYOC Modules

A diverse range of modules covering various topic, including AI

Examples of use in class



- Proof-reading
- Early Drafts
- Citations and bibliography
- Summarizing papers/reports
- Sentiment Analysis
- Data analytics
- Writing code
- Creating scenarios and case studies
- Creating exercises
- Virtual TA

Benefits for Students

- Leveling the field
- Overcome language barrier
- Improve student's writing
- Better inquiry prompts ("googling")
- Better Critical Thinking
- Better Skepticism and Review skills
- Create images
- Help with other tools (e.g., Excel, Tableau, UiPath)
- Training students to use AI effectively can help them be ready to solve big, interesting problems in their careers.

Artificial Intelligence & Academic Integrity

- Every syllabus should clearly state if Artificial Intelligence is allowed or not allowed in the course.
- Student conduct statement shared with faculty and students.
- Webinars/ training for faculty.
- Strategies and suggestions to combat cheating:
  - Redesigning courses to incorporate Artificial Intelligence.
  - Ask students to fact check Artificial Intelligence output.
  - Have specific references to class content that is not public.
  - Use face to face exams.

AI In the classroom

ChatGPT Copilot synthesia Canva

Brainstorming
Topic selection

Visualization: Trend analysis
Debugging: RPA bot creation

Computer Vision
Inventory analysis

Course design

Course Design with AI

https://rutgers.mediaspace.kaltura.com/media/ProjectMgt_RBS/1_x1in6ajc

Course Design with AI

https://rutgers.mediaspace.kaltura.com/media/Project+Management/1_xwhutczh

授人以魚，
不如授人以漁。

《淮南子》《漢書》

Giving a man a fish (to feed him a day)
is not as good as to teach the man to
fish (and feed him for a lifetime).

Book of Han

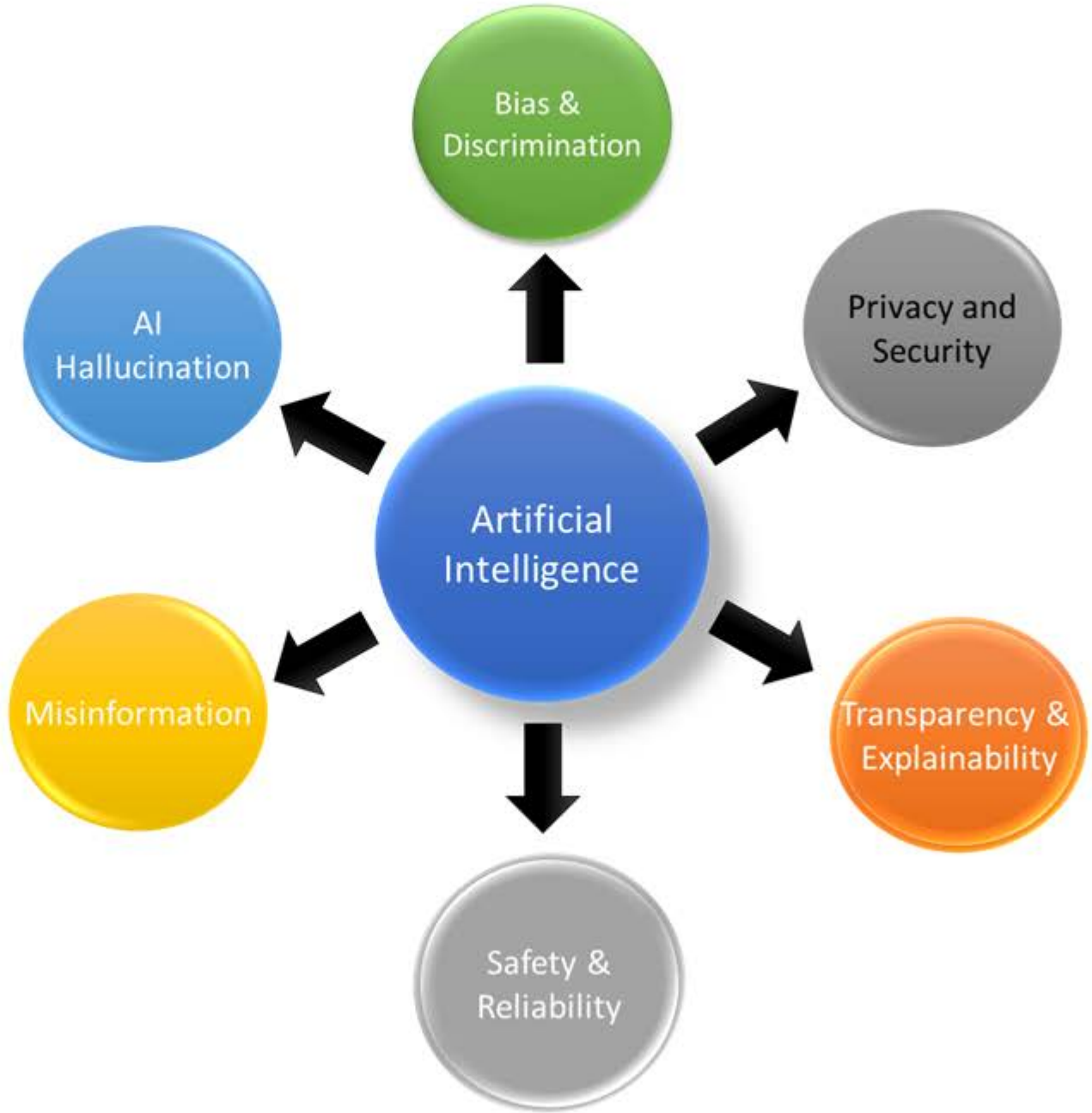
Issues with AI

grammarly

WRITER

Originality.ai

Content at Scale



You

create a photo that visually represents the saying: "Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a lifetime."

Tagore: "Tiger (woods), don't take the fish, let me teach you how to fish".....

Copilot

You

This is a chinese proverb from Lao Tsi, please add a traditional Chinese setting, preferrably in Chinese Painting

Designer Preview

You

create a photo that visually represents the saying: "Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a lifetime."

Designer Preview

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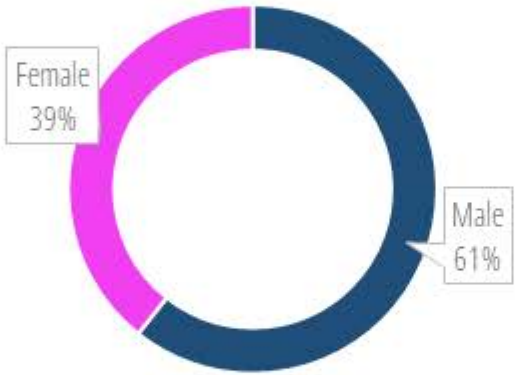
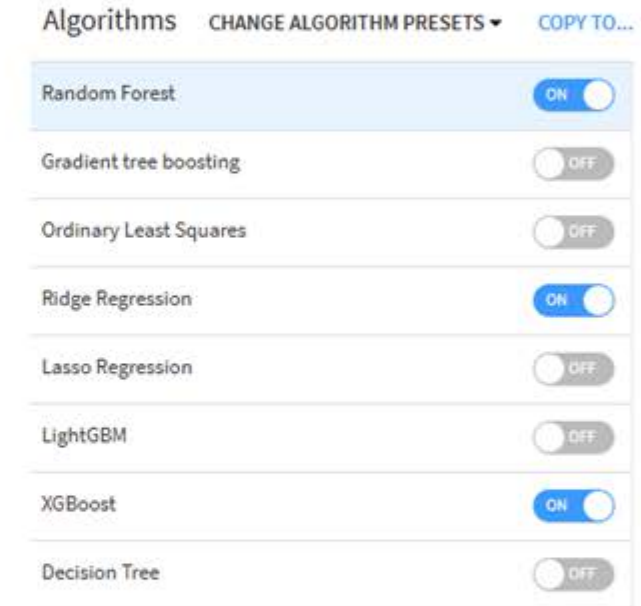
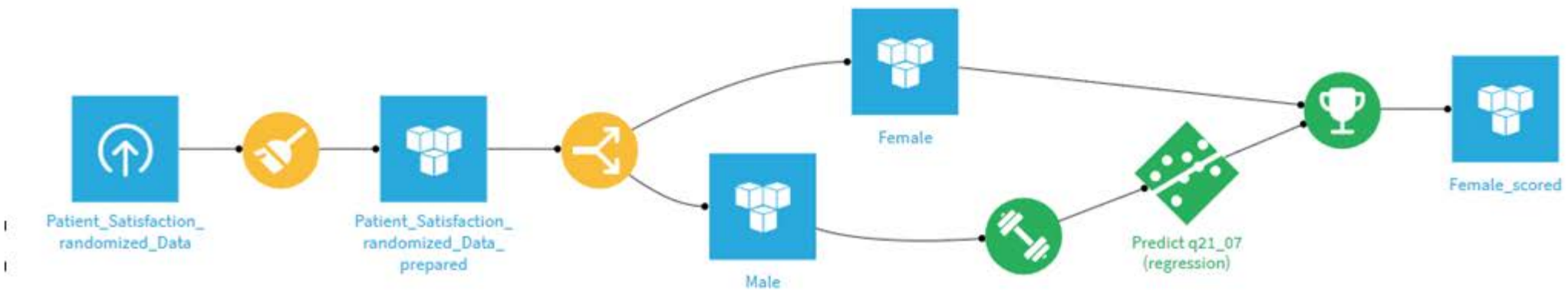
dataiku

HCAHPS
Hospital Consumer Assessment of Healthcare Providers and Systems

Question: Does male and female patients perceive their inpatient services the same?







Male Patients

Female Patients

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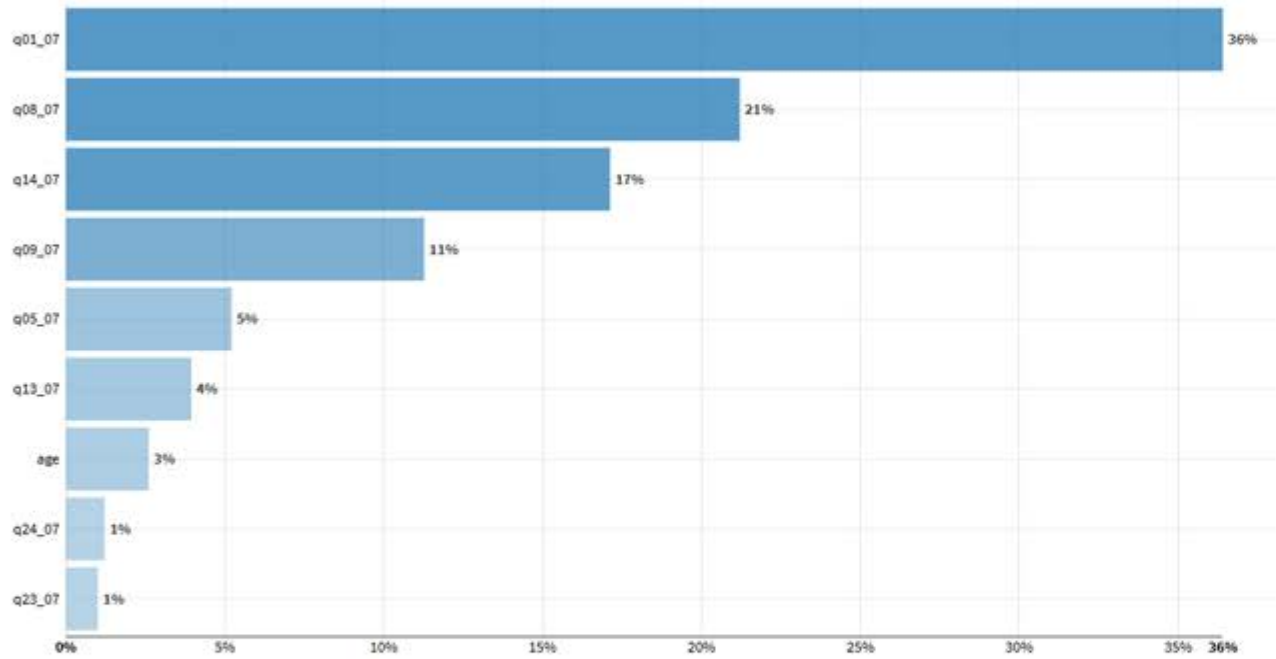
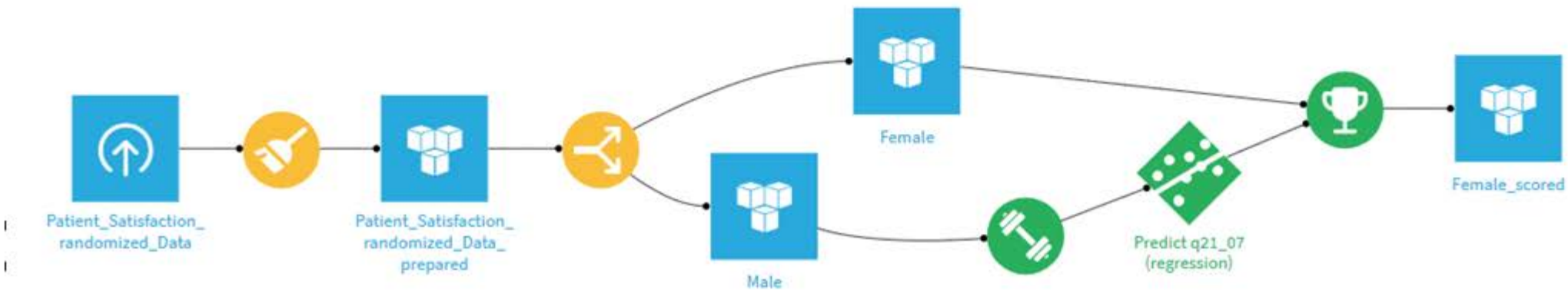
HCAHPS
Hospital Consumer Assessment of Healthcare Providers and Systems

Feature importance SHAPLEY GINI

Absolute feature importance



Random Forest Performance	
Mean Satisfaction	8.4/10
Mean Absolute Error	1.04/10
Mean Absolute Error %	16%

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THANK YOU,
ANY QUESTIONS?
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