

5.15.25

AI in Teaching – Marketing’s Version



Dall-E via ChatGPT

Gratitude

Thanks go to:

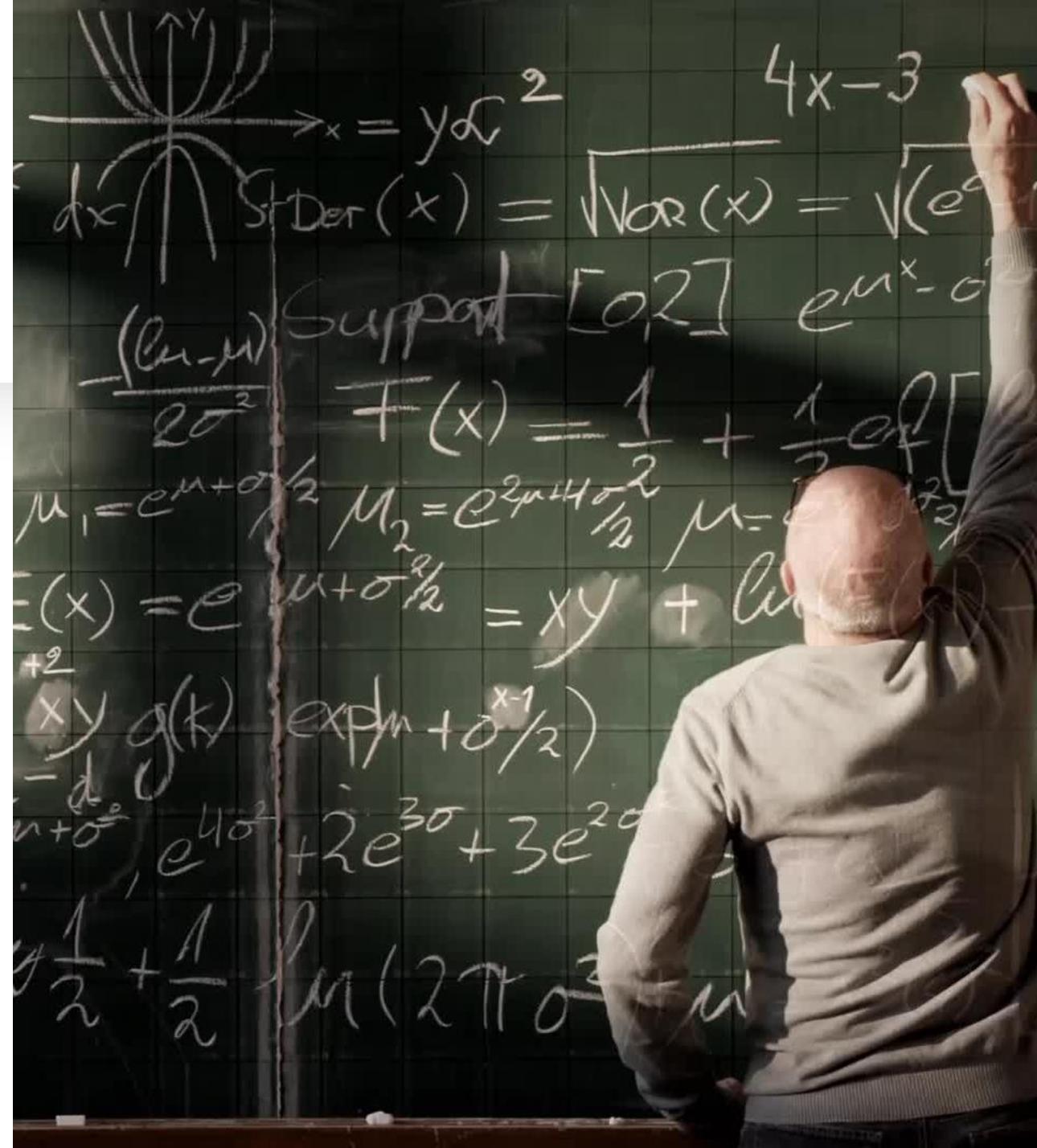
- MKTG AI in Teaching Advisory Group: Bruce Clark, Ed Loessi, Rachel Stewart
- CATLR AI in Teaching Fellows Program
- Hasnain Sikora and Jess Gudin (indomitable IA/RA)
- DASH and Kwong Chan
- DMSB leadership team

.... and all of you

Anonymous Poll: Your use of Generative AI

Our agenda today

1. The employer perspective
2. Teaching in an AI-enabled world – The challenges
3. To teach with AI (or not) – The use cases
4. How can AI help you as a teacher?





But first: What
AI-related issues
are particularly
important for
Marketing
faculty?

(1 minute to put your answer in the chat)

The employer perspective (video)

A few takeaways

- AI increasingly embedded in everyday work processes
 - Last year: FOMO; This year: employers are figuring it out, and in many cases, our students are helping to lead the way
- Employers want students who are AI-ready
- Basic content creation being replaced by content evaluation/analysis
- Many employers say they're not cutting existing jobs... but they're also opening fewer entry-level positions

Teaching in an AI-enabled World: The challenges

Anonymous Poll: Students misusing AI

Teaching in an AI-enabled world: The challenges

- Student overreliance on AI (and cheating)
 - Students can do a lot of analytics, but don't have the judgment to sense errors – how do you prevent them from taking shortcuts when they really shouldn't? They need to be able to know when output is not correct
 - Students using AI as replacement, rather than support
 - Failure to learn basic concepts → inability to critically assess AI output
- Need to redesign assignments/assessments – time-consuming and frustrating
 - Need to 'rip off the Bandaid' – ask Claude (and ChatGPT) to complete your assessments, to see what your students are seeing
- But also: Faculty overreliance on AI



The eager (but somewhat clueless) assistant...



The reality isn't pretty...



Some tactical best practices (as of today)

Current best (if imperfect) practices for assessment

- More emphasis on oral, synchronous assessment
 - Require students to teach/explain their output/findings
 - Oral exams: short, 1-on-1 or small group viva-style discussions
 - Increased emphasis on class participation (maybe)
- Video 'explainers' as part of submitting papers/projects
- Go old-school: paper-based exams and exercises
- Require personalization or evaluation of their own lived experience
- Require use of course concepts and sources only

Current best practices, cont'd.

- Explicit discussion of AI overreliance
 - Not just “don’t use AI”
 - Show examples of overreliance, compare with strong examples (“write this paper now, using AI – now, how are you going to do better?”)
 - Give real-world examples of employer expectations, failure cases
 - Student needs to know what’s in it for them to not use AI
- For some: Allow AI use on homework (with ample warnings), but not on exams

NOTE: AI detection tools still NOT recommended



The bigger picture

How is AI changing what we need to teach?

How is AI changing the way in which we teach?

Emerging trends

- More emphasis on **evaluation, extension, synthesis**
- More explicit emphasis on **critical thinking** (not in the background anymore)
- More emphasis on building **metacognition** (awareness and development of one's own thinking process)
- Approaches different for **basic-principles courses vs. more advanced courses**
- Basic principles taught to understand the “guts” of a larger process, rather than as the end goal itself
 - What do you do with these things, once you have them? How do you know they're good? How do you make them better?
 - E.g., components of a marketing plan

To teach with AI (or not): The use cases

Core principles

- Don't use AI just for the sake of using AI – focus on use case, ROI
 - What can students gain/learn from a particular use of AI in teaching?
- Be clear about whether your primary objective is teaching with AI, or teaching about AI (or both)
- “Start low, and go slow” – build up gradually, focus on quality over quantity

Marketing faculty say...

Ideation

- Save time in class by giving students AI prompt to start with (e.g., come up with ideas, pick a few to discuss) - can do this in 15 mins because prompt allows students to source the ideas quickly – follow-up with more challenging/developed analysis in homework
- Use AI to generate insights, common themes from interview data
- AI as thought partner – throw ideas at it, talk about the ideas, work through the problem/output, have it suggest weaknesses – students doing this (submit notes/feedback from GenAI)

Evaluation/validation

- Have students upload assignment with their responses, ask AI if they did everything the assignment asked for
- Have students critique AI output – e.g., comparing summaries generated by two different AI tools
- Take something from class, interact with LLM about it at least three times after class, to further develop the idea – focus on the conversation

ChatGPT Says.... What do you think?

Using vs. Avoiding Generative AI in Marketing Teaching

 When to USE AI in Teaching	 When to AVOID AI in Teaching
Idea Generation: Brainstorm product ideas, slogans, or campaign formats.	Core Quantitative Tasks: AI often fabricates or misapplies analysis (e.g., CLV, pricing models).
Critique Practice: Evaluate AI-generated positioning statements, taglines, or creative briefs.	Intro Classes: Students may rely on AI without foundational understanding.
Mock Ad Creation: Use AI to create draft content—students revise using audience insights.	Ethics or DEI Topics: AI may reinforce bias or gloss over sensitive implications.
Brand Tone Testing: Try AI-generated brand voice, then refine to better match strategy.	Creativity Assessments: AI outputs lack originality, empathy, or emotional connection.
Compare Strategies: Use AI to simulate push/pull campaigns or segmentation alternatives.	Marketing Tool Training: AI cannot emulate real platform interfaces or live ad performance.
Persona Flaws Exercise: Create flawed personas or customer journeys for students to improve.	Authentic Final Pitches: Generic copy and mismatched audience tone often signal AI use.

How can AI help you as a teacher?

A starting point...

Marketing faculty say...

I (Barbara) have used it for:

- Assignment brainstorming/design
- Course guide chatbot (in progress)
- Course tutor chatbot (in progress)
- Reflections on my own teaching experience and concerns