Utilization of Artificial Intelligence to Create Agricultural Logos and Promotional Material

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Introduction and Need for the Idea

The evolution of transformer models, colloquially referred to as Large Language Models (LLMs), has evolved educational challenges (Ahmed Ali, 2025; Al-Shidi & Al-Maawali, 2025). Teaching students to use Artificial Intelligence (AI) tools properly will equip them to improve time efficiency and align with low-cognitive activities. The thought process behind creating this assignment was to provide students with a deeper understanding of AI's capabilities. This assignment allowed students to work within a generative AI system to collaboratively (human/AI) generate an image for their organization in our course. Along with learning how to prompt and engage generative AI models (e.g., Gemini, ChatGPT), students were encouraged to consider scaffolded prompt architecture. By scaffolding prompt chains, users can reduce token use and, conversely, develop efficiency when managing a generative AI model (Clemons et al., 2026). The confluence of AI and agriculture will be vital for career success. This enforces the importance of innovation and technology in education (Lindner et al., 2026).

How it Works

The agriculture student organizations course at Auburn University tasked students with using AI to create a logo representing their class leadership team. At the beginning of the semester, students were organized into six leadership teams. Throughout the semester, the leadership teams have worked together to accomplish various tasks a leadership team would be responsible for in an organization. In the public relations unit, we taught our students how to use AI to create a logo and other promotional materials for their organization. The first step in this activity was to identify students' comfort level using AI through a brief Mentimeter poll on prompt creation and editing (Ahmed Ali, 2025). This allowed the instructors to tailor their approach to the participants' needs. Following the initial discussion on understanding AI and prompting, we walked students through creating a prompt for their first-draft logo. This included organization name, colors, shape, theme, and any other items they felt represented their organization. After their first output, students were instructed on how to edit an AI-generated image to refine their initial logo and better align it with their vision. This step helped students understand the advantages of editing over starting from scratch (Al-Shidi & Al-Maawali, 2025). As we finished this exercise, students submitted their completed logos, the AI program or programs they used, and how they wrote and edited their prompts to arrive at their completed project. This assignment left students with a better understanding of how to interact with AI and helped them become more efficient in accomplishing various tasks. The final step was a discussion between students and instructors concerning their perceptions of AI use along with a brief follow-up Mentimeter poll.

Results to Date and Implications

Between two course sections, 28 students engaged in this activity. In the initial poll, 25 students (89%) had previously used AI before, and three (11%) had not. Many students stated they had used ChatGPT ($f = 25$; 89%), and several also tried Copilot ($f = 13$; 46%) or Canva AI ($f = 11$; 39%). Even though most students had used AI before, their confidence levels with AI varied. Nine students (32%) rated themselves with the highest confidence level (10), but others

said they still needed assistance or were unsure about using AI for creative projects like making a logo.

In the follow-up poll, 46% (*f* = 13) of students said their understanding of AI had improved. The remaining 54% (*f* = 15) stated it stayed the same. About half of the class rated their confidence between seven and ten after the project, and 50% (*f* = 14) said they felt confident applying what they learned. The data collected showed that students are regularly using AI for various tasks; however, education on proper prompting and editing techniques within an AI generator remains a skill that needs further education and development (Linder et al., 2026). When polled, students reported their interest in further utilization of AI to create logos, social media graphics, and increase their artistic detail within their work among other potential uses. In the follow-up poll, students mentioned that through this activity they learned how to "maximize their output" and "how to create a detailed prompt."

Future Plans and Advice to Others

With the landscape of AI ever evolving, we plan to continue to help our students stay up to date with changes and new ways of proper utilization. Continuing to hone their skills and competencies will help them to evolve within the AI landscape. We will continue to work with students to help create better prompts to navigate their way through the world of AI in simulated, real-world experiences. We recommend spending more time with students before the activity to ensure they have a baseline understanding of how to use AI tools to create promotional products (Al-Shidi & Al-Maawali, 2025). This will allow students to be more effective in their outputs during any future assignments. The initial educational time input could help students to create better prompts in a more efficient manner, which should lead to higher quality final products. Creating step-by-step prompts as a means of introduction could allow students to learn first-hand how to word a prompt and interact with AI after the initial prompt to edit and fine tune before reaching a final product (Clemons et al., 2026).

Costs and Resources Needed

The resources needed to develop instructional content surrounding AI largely reside in the instructors' understanding and abilities on the utilization of AI in education. Comprehending prompting and chain of thought processing allows the instructor to develop lessons centered around creating promotional material using AI tools. Along with the need for the instructor to have a firm understanding of how to use AI tools in the classroom, the major barrier to proper application will lie with the students' comprehension of basic AI skills. The only cost associated with this project will be if the students or instructors use a paid versus free version of an AI generator. Time is also an important resource when implementing this type of activity within the classroom. Prior to implementing this activity in class, the instructor should take at least a few hours to explore different AI tools and familiarize themselves with creating prompt and developing desired outputs. When implemented within the classroom, this activity could be completed in 30 minutes to an hour, or it could be expanded to allow students more time to edit their AI creations. This decision can be made based on the specific classroom environment and the students' experience with AI.

References

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