

REFLECTIVE AI USE IN STUDENT ASSIGNMENTS: REFLECTIONS FROM A GRADUATE LEADERSHIP COURSE

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INTRODUCTION/NEED FOR INNOVATION OR IDEA

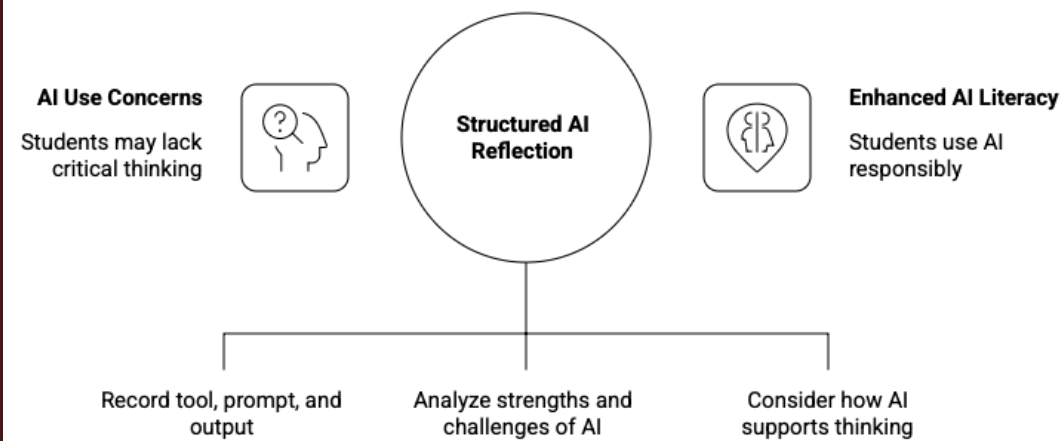
- Artificial Intelligence (AI) in education is raising concerns about critical thinking
- Reflective AI use can strengthen metacognitive awareness by encouraging students to evaluate how technology supports their learning
- Structured reflection assignments were used in a graduate-level course to promote AI literacy and critical thinking

METHODOLOGY/PROGRAM DESIGN

- Graduate leadership facilitation course with nine components
- Students use AI and at least 5 components and complete a reflection spreadsheet documenting

AI tool used
purpose for use
prompt & output
effectiveness
Accuracy and bias
insights and learning

Fostering Critical Thinking with AI Reflection



FUTURE PLANS

- Incorporate structured AI reflection
- Guide effective prompting
- Evaluate accuracy and bias
- Encourage ethical AI use

RESULTS TO DATE

Participants: 18 graduate students
Total AI uses recorded: 156 instances

Most Used Tools

- ChatGPT (most common)

- Canva AI
- Claude
- Copilot
- Gemini

Primary Uses of AI

- Ideation and brainstorming
- Drafting and rewording text
 - Evaluation design
- Adapting content for audiences

Observations

- 45 mentions of bias in AI outputs
 - 27 reports of no bias

COSTS/RESOURCES

- Laptop
- Internet Access
- AI Tool (Free or Paid subscription)

CONCLUSION

Reflective AI use assignments can strengthen students' metacognitive awareness, promote responsible AI engagement, and support the development of critical thinking, skills, and leadership education.

REFERENCES



TEXAS A&M UNIVERSITY

Agricultural Leadership,
Education & Communications