ISSN: 2473-4901
v12 n6814

Teaching Case

Teaching AI Beyond the Prompt: A Teaching Case on Practitioner-Centered Learning Using the 4Cs Framework

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Hook

If AI can generate a plausible answer, what should students still learn to do for themselves?

Abstract

The rapid adoption of generative artificial intelligence (AI) has challenged traditional approaches to student engagement and assessment, requiring educators to design learning experiences that emphasize critical thinking, synthesis, and professional judgment rather than information retrieval alone. This teaching case presents the 4Cs Framework (Curate, Convene, Co-Create, and Communicate), a practitioner-centered instructional model that integrates practitioner dialogue into Information Systems, Business Analytics, AI, and digital transformation education. Implemented in a graduate AI and Analytics course through a practitioner interview series, the framework used structured reflection, peer discussion, collaborative synthesis, and professional communication to help students develop evidence-based perspectives on current practitioner challenges. The case describes the pedagogical rationale, implementation approach, representative learning artifacts, instructor observations, and lessons learned for adapting the framework across technology-oriented curricula.

Keywords: AI education, practitioner-centered learning, experiential learning, 4Cs Framework

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Rachida Parks and Shizhen (jasper) Jia

1. INTRODUCTION

Generative artificial intelligence (AI) and large language models (LLMs) have rapidly transformed higher education by changing how students access, generate, and communicate information (Dang et al., 2026; Kasneci et al., 2023). While these technologies provide new opportunities for learning, they also challenge traditional approaches to teaching and assessment. Students can now use AI tools to produce summaries, discussion posts, and written assignments with increasing fluency and sophistication (Dang et al., 2026; Larson, 2025), prompting educators to reconsider how learning activities can promote student engagement, critical thinking, and independent reasoning rather than information retrieval alone.

These challenges are particularly relevant in Information Systems (IS), Business Analytics (BA), and AI education. As technologies, organizational practices, and business applications evolve rapidly, students must develop competencies that extend beyond technical knowledge (Larson, 2025). They need opportunities to evaluate emerging technologies, interpret diverse expert perspectives, synthesize complex information, and communicate informed recommendations in contexts where there are often no single correct answers.

One approach to addressing these challenges is to integrate practitioner experiences into the learning process. Rather than relying exclusively on textbooks or static case studies, students engage with current industry perspectives that expose them to real-world implementation challenges, organizational decision making, and evolving professional practices. When combined with structured reflection and collaborative discussion, these experiences encourage students to construct their own evidence-based perspectives while strengthening higher-order thinking and professional communication skills.

This teaching case describes the design and implementation of the 4Cs Framework (Curate, Convene, Co-Create, and Communicate), a practitioner-centered instructional model designed to integrate expert dialogue into an AI and Analytics in Healthcare course. The framework transforms practitioner conversations into recurring learning experiences through structured cycles of expert engagement, reflection, collaborative synthesis, and communication. Although healthcare AI provides the instructional context, the framework is intended to be transferable across Information Systems, Business Analytics, AI, and digital transformation courses.

The purpose of this teaching case is to document the pedagogical rationale, instructional design, implementation, and lessons learned from applying the 4Cs Framework in a graduate AI course. The paper contributes a practical and adaptable model for redesigning AI education around practitioner engagement, enabling students to develop critical thinking, reflective judgment, professional communication, and evidence-based reasoning in an era where generative AI has fundamentally changed how information is accessed and produced. Here, "beyond the prompt" does not mean avoiding AI or centering every activity on prompt engineering. It refers to moving beyond AI-generated output toward contextual evaluation, synthesis, judgment, and communication. Because these learning demands are not unique to AI or Information Systems, the framework can be adapted wherever practitioner perspectives help students interpret complex professional problems.

2. PEDAGOGICAL DESIGN OF THE 4Cs FRAMEWORK

The rapid adoption of generative AI and large language models has shifted one of the central questions in higher education from how to teach AI to how to design learning when AI can generate information on demand (Ariyachandra, 2026). Traditional assignments that emphasize information retrieval or content reproduction no longer provide sufficient evidence of student learning. Instead, instructional activities should encourage students to evaluate diverse perspectives, synthesize complex ideas, exercise professional judgment, and communicate original, evidence-based viewpoints.

To address this challenge, we adapted the 4Cs Framework, a practitioner-centered instructional model that integrates expert dialogue into recurring learning activities. This use of the '4Cs' label differs from the familiar 21st-century-skills formulation of critical thinking, communication, collaboration, and creativity (Dede, 2010). Here, it denotes the action-oriented sequence Curate, Convene, Co-Create, and Communicate. Rather than treating practitioner conversations as isolated guest lectures, the framework embeds them throughout the course as practice-based learning experiences that promote reflection, collaboration, and communication.

The 4Cs Framework was informed by three complementary educational perspectives. First, Experiential Learning Theory (Kolb et al., 2014) views learning as a continuous cycle of experience, reflection, conceptualization, and application. Within the framework, expert conversations provide practice-based experiences that students analyze, discuss, and apply through structured learning activities. Second, Boundary Crossing Theory (Akkerman & Bakker, 2011) emphasizes learning that occurs when students connect academic knowledge with professional practice. Practitioner conversations and the learning artifacts built around them function as boundary-crossing resources that expose students to real-world organizational challenges while encouraging them to translate practitioner experiences into academic understanding and professional reasoning. Finally, the framework draws inspiration from the sequencing principles of the Four-Component Instructional Design (4C/ID) model (Susilo et al., 2013), which emphasizes scaffolded learning through progressively integrated activities. While the proposed framework is not an implementation of 4C/ID, it adopts the broader principle of organizing learning through intentional sequences that support increasingly complex thinking. These perspectives served as design lenses rather than formal implementations of the theories. Experiential learning shaped the experience-reflection-application cycle; boundary crossing shaped the connection between practitioner and academic knowledge; and 4C/ID informed the staged progression from guided engagement to integrated synthesis.

Building on these pedagogical foundations, we developed and articulated the 4Cs Framework (Figure 1), a practitioner-centered instructional model organized as the sequence Curate, Convene, Co-Create, and Communicate, which is repeated iteratively across modules. 1) During the first stage, instructors curate expert voices aligned with weekly instructional themes in AI, analytics, digital transformation, leadership, and innovation. The goal is not simply to expose students to expertise, but to strategically select conversations that introduce real-world ambiguity, competing perspectives, and implementation realities. 2) The Convene stage engages students with practitioner conversations through live or recorded practitioner interviews integrated directly into weekly instructional activities. This stage creates a structured connection between theoretical concepts and real-world application. 3) During the Co-Create stage, students collaboratively synthesize expert insights through reflective writing, peer discussions, visual syntheses, analytical comparisons, and strategic interpretation activities. 4) Finally, students articulate their own informed perspectives through AI Insight statements, presentations, discussion posts, LinkedIn reflections, and peer engagement activities. This stage emphasizes professional voice development and communication skills rather than passive consumption.

ISSN: 2473-4901
v12 n6814

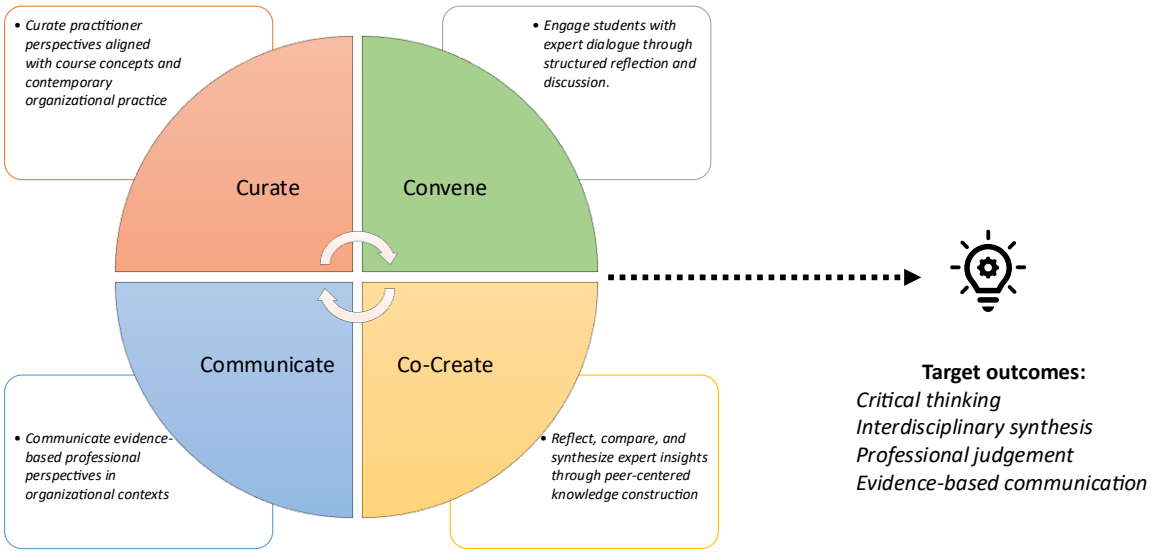

Figure 1. The 4Cs Framework for Practitioner-Centered Learning (sequence repeated across modules)

Together, these stages create a recurring learning cycle in which students move from expert engagement to reflective analysis, collaborative knowledge construction, and professional communication.

By organizing practitioner dialogue as a recurring learning cycle, the framework helps students practice the forms of judgment that remain essential when generative AI can produce information quickly: interpreting context, weighing evidence, comparing expert perspectives, and communicating recommendations responsibly.

3. TEACHING CASE DESIGN AND IMPLEMENTATION

3.1 Course Context

The 4Cs Framework was implemented in BAN 673: AI and Analytics in Healthcare, a graduate-level course examining the application of artificial intelligence, analytics, and digital transformation in healthcare. Although healthcare AI served as the instructional context, the framework was designed to develop competencies in critical thinking, interdisciplinary synthesis, professional communication, and responsible AI that transfer across Information Systems, Business Analytics, AI, and technology-oriented curricula.

The framework was first introduced as a pilot during Spring 2025 and refined based on instructor observations and student engagement. Following this initial pilot, it was fully integrated during Spring 2026 across two sections of the course, one delivered online and one delivered face-to-face. Implementing the framework across multiple instructional modalities demonstrated its adaptability while maintaining a consistent pedagogical structure.

3.2 Practitioner-Centered Learning Through a Practitioner Interview Series

The primary instructional resource supporting the framework was the Healthcare Digital Convergence (HDC) Chat Series, a faculty-developed interview series featuring global leaders in artificial intelligence, digital transformation, healthcare, entrepreneurship, and innovation (Parks, 2025). Rather than serving as occasional guest lectures, these conversations were intentionally integrated into weekly course modules as real-world practitioner resources that connected theoretical concepts with current organizational challenges and professional practice.

Each conversation was selected to reinforce weekly learning objectives while exposing students to

diverse perspectives on AI implementation, leadership, governance, ethics, innovation, and digital transformation.

3.3 Module Learning Progression

The framework was implemented through seven consecutive module-level 4Cs learning cycles. During the first five modules, students selected one of the assigned practitioner interview conversations and responded to a common discussion prompt that required them to assume the role of an organizational leader responsible for implementing AI. Rather than summarizing the interview, students identified one key practitioner insight, explained its organizational significance, and concluded with a concise AI Insight of the Week reflecting their own evidence-based perspective. Students then responded to classmates who had analyzed different experts, encouraging comparison of ideas and collaborative knowledge construction. This recurring cycle encouraged students to move beyond using AI tools to summarize the content of experts' conversations toward critically evaluating ideas, integrating course concepts, and developing their own professional voice.

The sixth and seventh modules shifted from analysis to synthesis. Instead of focusing on a single practitioner conversation, students integrated insights from multiple HDC Chat Series episodes to identify common themes, discuss implications for organizations, and articulate their own perspective on the future of Health AI. Students communicated their synthesis through a thought leadership post, a visual presentation, or a podcast-style reflection, reinforcing the framework's emphasis on professional communication and knowledge integration.

3.4 Learning Environment and Assessment

The implementation leveraged commonly available educational and professional technologies. Canvas served as the primary learning management system for organizing course modules, discussions, and assignments. The HDC Chat Series, hosted on YouTube, provided the practitioner conversations that anchored the weekly learning activities, while the face-to-face classroom sessions or Zoom meetings supported synchronous discussions when appropriate. Students also had the option to engage with professional social media to extend classroom discussions into professional communities. Consistent with the course AI policy and recommended emphasis on transparent, appropriate AI use (Louch, 2025), students used generative AI tools, including ChatGPT and other large language models, to support brainstorming, reflection, and idea development. Microsoft Power BI was incorporated into analytics-related activities throughout the course.

Assessment emphasized practice-based demonstrations of learning rather than information recall. Student engagement and learning were assessed through personalized artifacts rather than traditional examinations. These artifacts included weekly reflections, Health AI Insight statements, peer discussions, presentations, visual syntheses, and the culminating synthesis activity. Together, these artifacts documented students' engagement and provided evidence of their evolving analytical reasoning, synthesis, and professional communication. These artifacts served as the primary source of evidence for evaluating student learning and informed the instructor observations presented in the following section. Complete assignment instructions, representative activities, and assessment materials are provided in Appendices A and B.

4. STUDENT ENGAGEMENT AND LEARNING OUTCOMES

4.1 Student Engagement and Critical Thinking

The practitioner-centered design transformed students from consumers of expert knowledge into active participants in knowledge construction. Rather than recalling course content or summarizing practitioner interviews, students assumed the role of leaders responsible for evaluating AI implementation decisions. This perspective encouraged students to interpret expert insights within broader organizational, operational, ethical, and strategic contexts.

The recurring learning cycles also fostered collaborative learning. Because students selected different HDC Chat Series episodes, peer discussions exposed the class to a wide range of practitioner perspectives while encouraging students to compare, question, and integrate ideas beyond their own

selected conversation.

Student learning was assessed through assignments aligned with the outcomes emphasized by the framework: theory-to-practice integration, critical thinking, professional voice, and collaborative knowledge construction. Complete assignment instructions, discussion prompts, and grading rubrics are provided in the appendices and accompanying teaching notes.

4.2 Evidence of Learning

Instructor review of student artifacts generated during the seven-module implementation, including 147 original discussion posts, more than 250 peer interactions, AI insight statements, and final reflections, suggested several recurring patterns aligned with the intended learning outcomes of the 4Cs Framework. The evidence was examined descriptively to identify recurring patterns. No research-based numeric ratings were collected.

4.2.1 Connecting Theory and Practice

Students consistently connected practitioner experiences with concepts discussed throughout the course, including leadership, workflow integration, governance, responsible AI, organizational change, and digital transformation. Rather than viewing AI primarily as a technological innovation, students increasingly recognized the organizational and human factors that influence successful implementation.

For example, after reflecting on Dr. Lester Cruz's discussion of technology overload (HDC Chat Series episode #7), one student concluded:

> *"AI is most valuable when it reduces complexity, supports human decision-making, and fits naturally into clinical workflows."*

Another student shared her AI insight of the week reflection:

> *"My Health AI Insight of the Week is to focus on the human touch aspect. AI adoption in healthcare should be viewed as an enhancement of clinical judgment, not a replacement, with human-led oversight ensuring that ethical guardrails remain central to every innovation."*

Similarly, another student argued that healthcare leaders should prioritize technologies that *"remove burden rather than add to it, so clinicians can focus on patient care instead of navigating redundant systems."*

These reflections demonstrate that students moved beyond describing AI capabilities to considering the organizational conditions necessary for successful implementation.

4.2.2 Development of Critical Thinking

Across successive discussions, students progressed from summarizing practitioner perspectives to evaluating implementation tradeoffs, organizational readiness, and strategic decision making. For example, one student reflected on Chuck Saia's interview (HDC Chat Series episode #12) by observing:

> *"AI is not to be adopted merely because it is trending. The optimal AI decisions in healthcare are initiated by a well-defined issue, a common plan, and an emphasis on significant change."*

Another student extended this reasoning by arguing that healthcare leaders should evaluate AI not only by efficiency but also by *"whether it protects trust and serves diverse populations fairly."*

These examples illustrate how students increasingly evaluated organizational implications rather than simply describing expert viewpoints.

4.2.3 Development of Professional Voice

A distinctive feature of the framework was the recurring Health AI Insight of the Week, which required students to communicate a concise, evidence-based perspective rather than repeat an expert's ideas.

Throughout the semester, these statements became progressively more confident, strategic, and action oriented. One representative example was:

> *"Innovation in healthcare is not always about moving in a straight line. Some of the best ideas can come from being curious, solving problems, and being open to unexpected results."*

By the final synthesis activity, students integrated themes across multiple expert conversations and articulated independent perspectives on the future of Health AI. One student concluded:

> *"Health AI is moving toward a future where it becomes routine in decision-making, operations, and patient care. The organizations that benefit most will be those that prioritize people and real outcomes over hype."*

This progression was consistent with the development of an independent professional voice grounded in both practitioner insights and course concepts.

4.2.4 Collaborative Knowledge Construction

Peer responses extended learning beyond individual reflection by connecting ideas across different practitioner interviews, questioning assumptions, and introducing additional evidence or perspectives. Rather than functioning as isolated reflections, discussions became opportunities for collaborative synthesis and professional exchange.

For example, one student connected a classmate's reflection on responsible AI to another HDC episode by observing:

> *"Both seem to push for moving responsibility away from individuals and building protection directly into the system itself."*

Another student broadened a discussion of organizational trust by introducing health equity as an additional consideration:

> *"Responsible AI also means ensuring communities benefit from the data they provide, not just the institutions deploying the tools."*

These exchanges illustrate how peer interaction encouraged students to synthesize ideas across multiple expert conversations rather than treat each discussion as an isolated assignment.

5. INSTRUCTOR REFLECTIONS, LESSONS LEARNED, AND ADAPTATION

5.1 Instructor Reflections

One of the most significant observations was the progression in students' thinking over time. Early discussions focused primarily on interpreting individual practitioner perspectives, while later activities demonstrated increasing evidence of synthesis, evaluation, and independent reasoning. The culminating synthesis assignment was particularly valuable because it challenged students to integrate ideas across multiple HDC Chat Series conversations and communicate their own evidence-based perspective rather than relying on any single expert.

Facilitation differed by modality: face-to-face sections supported more spontaneous dialogue and immediate exchange, whereas online sections elicited longer, more reflective written responses. Despite these differences, similar patterns of critical thinking, theory-to-practice integration, collaborative learning, and professional communication emerged across both settings.

The recurring instructional cycle also shifted the instructor's role from primarily delivering content to facilitating reflection, connecting practitioner insights with course concepts, and guiding discussion toward broader organizational and strategic implications. Rather than viewing generative AI as a threat to learning, the framework positioned AI as one resource within a broader ecosystem that emphasized practitioner-informed dialogue, human judgment, and professional communication.

5.2 Lessons Learned

Several lessons emerged from implementing the framework that may benefit instructors considering similar approaches. First, practitioner conversations should be intentionally curated rather than treated as supplemental content. Expert conversations are most effective when they are closely aligned with course learning objectives and accompanied by structured prompts that encourage analysis, application, and reflection.

Second, repeated engagement matters. The recurring seven-module learning cycle allowed students to revisit similar themes from different practitioner perspectives, progressively strengthening their ability to connect theory with practice and synthesize diverse viewpoints. This iterative design appeared to support deeper learning than isolated guest lectures or one-time discussion activities.

Third, assignments should require students to articulate their own professional perspective rather than summarize expert opinions. Activities such as the Health AI Insight of the Week and the culminating synthesis assignment encouraged students to communicate concise, evidence-based viewpoints while developing confidence in their professional voice.

Finally, clear expectations regarding the responsible use of generative AI are essential. Throughout the course, AI tools were positioned as resources for brainstorming, reflection, and idea development rather than substitutes for independent thinking. This approach reinforced the importance of human judgment while allowing students to experience responsible human-AI collaboration.

5.3 Adapting the Framework to Other Courses

Although illustrated through a graduate AI and Analytics in Healthcare course, the 4Cs Framework is intentionally designed to be transferable across Information Systems, Business Analytics, Artificial Intelligence, Digital Transformation, and related technology-oriented curricula. The practitioner-centered learning cycle remains consistent, while the expert resources, discussion prompts, and deliverables can be adapted to align with different disciplinary contexts and learning objectives.

The framework is equally adaptable to different instructional modalities. Whether implemented in online, hybrid, or face-to-face courses, its core components, including practitioner engagement, structured reflection, collaborative learning, and professional communication, can be maintained using widely available technologies such as learning management systems, video platforms, discussion forums, and generative AI tools.

Because the framework emphasizes student engagement rather than domain-specific content, instructors can substitute guest speakers, podcasts, webinars, recorded interviews, or industry panels that reflect their own course objectives while preserving the recurring 4Cs learning cycle.

5.4 Limitations

Several limitations should shape interpretation of the reported outcomes. The case was implemented in two sections of one graduate course, and the evidence came from instructor review of course artifacts rather than a formal research design. In addition, the practitioner resources were developed by the instructor. Accordingly, the observations illustrate feasibility and patterns of engagement but do not establish causal effects or broad generalizability.

5.5 Future Directions

This teaching case represents an initial implementation of the 4Cs Framework within a graduate AI and Analytics course. Future work could examine its application across additional Information Systems and Business Analytics courses, undergraduate and executive education settings, and different institutional contexts. Further research may also explore longitudinal changes in students' professional identity, critical thinking, and responsible AI competencies as they engage in practitioner-centered learning over time.

6. CONCLUSION

This teaching case presented the 4Cs Framework as a practitioner-centered instructional model that integrates practitioner dialogue into recurring learning activities to develop critical thinking, synthesis, professional judgment, and communication in the era of generative AI. Implemented in a graduate AI and Analytics course, the framework engaged students in cycles of practitioner interaction, reflection, collaboration, and professional communication. Student artifacts and instructor observations provided descriptive evidence of theory-to-practice integration, responsible AI use, and the development of students' professional voice. By leveraging practitioner engagement, the 4Cs Framework offers educators a practical and scalable approach for helping students learn not only with AI, but beyond the prompt.

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APPENDIX A. Sample Discussion Prompts (Modules 1-5)

Purpose: This assignment engages students in the critical analysis of practitioner perspectives on artificial intelligence (AI) in healthcare through a practitioner interview series https://www.youtube.com/@HDCChatSeries, or comparable expert interviews. These discussions provide real-world perspectives from clinicians, health system leaders, researchers, and technology innovators who are actively shaping how AI is implemented in healthcare. Rather than passively consuming video content, students evaluate expert perspectives, connect them to course concepts, and develop their own evidence-based viewpoints.

The assignment is completed weekly during the first five instructional modules, providing repeated opportunities for students to strengthen analytical thinking, theory-to-practice integration, professional communication, and responsible AI reasoning.

Learning Objectives

Upon completion of each assignment, students should be able to:

- Explain key AI or digital transformation concepts discussed by practitioners.
- Connect practitioner experiences with course theories, models, and frameworks.
- Evaluate opportunities and challenges associated with AI implementation.
- Critically assess organizational, ethical, and governance considerations.
- Develop independent, evidence-based perspectives.
- Communicate ideas clearly and professionally.

Student Instructions

- Watch the assigned practitioner video before the module discussion.
- As you watch the interview, identify important concepts, implementation challenges, leadership insights, ethical considerations, and examples of AI deployment discussed by the guest.
- Prepare a written analysis that addresses the questions below. Your submission should demonstrate critical thinking and synthesis rather than simply summarizing the interview.

Weekly Discussion Instructions

Step 1 – Select and watch one expert conversation
- Each week, three HDC Chat Series episodes will be listed at the top of the discussion.
- Select one episode from the three available options.

Step 2 – Post Your Reflection
- Identify two to three important concepts, implementation challenges, leadership insights, ethical considerations, or examples of AI deployment discussed by the expert. Your reflection should explain why the selected ideas are important and how they relate to healthcare.
- Evaluate the expert's recommendations.
- Select at least two concepts discussed during the course and explain how the interview connects to the course concepts.
- **My Health AI Insight of the Week (end your reflection with one or two sentences that present a thoughtful personal insight beyond a summary of the interview)**
- Post length: Approximately 750 to 1,000 words
- Submission format: Your post should analyze the conversation rather than summarize the episode.

  Title format: Episode #: [Expert Name] – Angle: [Your Chosen Analytical Angle]

Example: Episode 1 – Dr. Barry Stein – Angle: Innovation and digital transformation
Possible angles include Clinical impact, Leadership and change management, AI tools and analytics, Innovation and digital transformation, Ethics and trust, Healthcare operations and workflows, Policy and governance, or other.

Step 3 – First engagement: Engage with your peers

- Respond to at least one classmate, preferably students who watched different episodes. Your responses should contribute meaningfully to the discussion. You may build on their insight, offer an alternative perspective, compare ideas across expert discussions, or ask a thoughtful question.

Step 4 – Second engagement: Engage with the Health AI Community

Participation on public or professional platforms is voluntary and does not affect the grade; students must be offered an equivalent private alternative.

- You are encouraged to extend the conversation beyond the classroom by interacting or sharing your insight with the broader Health AI community (or appropriate industry community). Examples include:
    - Leaving a thoughtful comment on the YouTube episode you covered.
    - Sharing your Health AI Insight of the Week (from your reflection above) on LinkedIn or other relevant platforms.

Developing a visible presence in discussions around Health AI can help you build professional connections and credibility. These interactions may support future career opportunities, research collaborations, business initiatives, or partnerships in the evolving Health AI ecosystem.

Generative AI tools may be used for brainstorming, grammar improvement, or editing. However, students remain responsible for watching the assigned interview, developing original analyses, verifying factual accuracy, demonstrating independent reasoning, and acknowledging AI assistance when appropriate. Assignments that primarily reproduce AI-generated summaries without original analysis will receive reduced credit.

APPENDIX B. AI Synthesis and Thought Leadership (Modules 6–7)

Purpose: Students progress from analyzing individual practitioner interviews to synthesizing perspectives across multiple experts. Rather than completing a standard episode reflection, students identify recurring themes, compare viewpoints, integrate course concepts, and communicate their own evidence-based perspective on the future of healthcare AI.

This culminating assignment emphasizes higher-order thinking by requiring students to construct knowledge across multiple practitioner experiences rather than relying on a single interview.

Learning Objectives

Upon completion of this assignment, students should be able to:

- Identify recurring themes across multiple practitioner interviews.
- Compare and contrast expert perspectives on AI implementation.
- Integrate practitioner insights with course concepts.
- Develop and defend an independent perspective on the future of healthcare AI.
- Communicate ideas effectively using written, visual, or oral formats.

Student Deliverable (Choose One)

Option 1. Thought Leadership Post

Prepare a professional post (200–250 words) addressing:
What Health AI Leaders Agree on and What It Means for Healthcare

Include:

- Two to three recurring themes identified across at least three practitioner interviews.
- Brief references to practitioner insights.
- Clear implications for healthcare organizations.
- Conclude with My Health AI Perspective, summarizing your own evidence-based viewpoint in two to three sentences.

Option 2. Visual Insight Summary

Create a single presentation slide titled:

The Future of Health AI: A Synthesis from the HDC Chat Series

Include:

- Major recurring themes.
- Supporting practitioner insights.
- A clear, professional visual layout.
- Conclude with My Health AI Perspective, summarizing your vision of where healthcare AI is heading in two to three sentences.

Option 3. Podcast-Style Reflection

Record a three- to four-minute audio or video reflection as if contributing to the HDC Chat Series.

Your reflection should:

- Summarize major themes across multiple interviews.
- Highlight areas of agreement and disagreement among practitioners.
- Discuss implications for healthcare organizations.
- Conclude with My Health AI Perspective, presenting your evidence-based view of the future of healthcare AI.
-

After posting your original submission, respond to at least one classmate by:

- Connecting the discussion to another practitioner interview.
- Offering an alternative interpretation or perspective.
- Expanding the discussion using course concepts.
- Asking thoughtful questions supported by evidence.