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## Teaching Case:

# From Concept to Canvas: Leveraging Generative AI to Co-Design Business Visuals

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## Hook

"AI won't replace humans – but humans with AI will replace humans without AI" (Lakhani, 2023). Using AI for problem solving and engaging with a variety of tasks is becoming a critical skill for future work. More importantly, learning how to collaborate with AI rather than allowing AI to lead is vital. This teaching case presents embedding the creation of business visuals (e.g., sample product images and posters) with Generative AI into class projects to teach collaborative and co-creation skills. Students are taught fundamentals of prompt engineering and then use those skills to design and evaluate the GenAI output to create business visuals.

## Abstract

Since ChatGPT was initially introduced in 2022, a variety of Generative AI (GenAI) applications (apps) and tools have been released. To foster the skill of co-creation and collaboration with GenAI, we designed a project-based task to generate images and create posters. To let students learn the skills and explore the AI tools, we embedded image generation into two projects in an introductory course of business operations and supply chain management. In this paper, we describe the GenAI task requirements, GenAI apps/tools used, and the students' learning outcomes from the task.

**Keywords:** Generative AI, ChatGPT, Google Gemini, Prompt engineering, Image generation, Business operation and management.

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# From Concept to Canvas: Leveraging Generative AI to Co-Design Business Visuals

*Fang Chen, Bryan Hammer, Shawn Clouse and Patricia Akello*

## 1. INTRODUCTION

Generative AI (GenAI), such as ChatGPT and Google Gemini, is an innovative technology transforming business, industries and educational practices. Since the first release of ChatGPT in November 2022, both the number of GenAI apps/tools and the functions of these GenAI tools have been evolving quickly. Within pedagogical circles, educators have proposed and experimented on methods for incorporating GenAI into teaching and learning (e.g., Firth & Triche, 2024; Huo & Siau, 2024; Jiang & Nakatani, 2025; Lang & Gurpinar, 2025; Petrovska, et al., 2024; Van Slyke et al., 2023; Xu, 2024). For example, Firth and Triche (2024) designed and implemented a project for an entry level MIS class requiring teams to create a short video to describe what Management Information Systems is. Students used text prompts to generate a photo-realistic avatar, create scripts of explaining MIS, translate the text script into a voice using a voice generator, and then merge together all elements in an AI-generated video. The teaching case by Firth and Triche showcases GenAI for content generation. Our case is also about content generation, but in a different context: product design and marketing.

In our introductory course of business operations and supply chain management, we implemented two projects. For Project 1, teams created a business plan to make a physical product. One task for the project was to create images to illustrate sample products, and a poster of the product by using AI generated images. For Project 2, teams find a local business, interview the employees and report on the organization's supply chain and business operations/processes. As part of Project 2, teams created two posters for their chosen business: one poster with an AI generated image, and the other without using AI-generated image.

Embedding the implementation of AI within a project instead of an individual assignment is based on two reasons. First, the project provides a real-world context for image generation by offering real-world boundaries, limitations and general guidance for creativity. This allows the students to use GenAI within the confines of real-

world situations, rather than a sanitized situation. Second, the evaluation of the images and posters is grounded within a specific business context for each group, implying the evaluation of the output for each group will vary. This is intentional because the image and poster creation is a creative process deserving of a flexible evaluation, rather than a restrictive one which often results in student submissions all resembling one another.

We integrated the two projects for two semesters into multiple sections. For the remainder of this paper we introduce the course, describe the two projects, discuss the image/poster-making requirements, and report the project results, our reflections, and potential improvements of the GenAI creation activities for future classes.

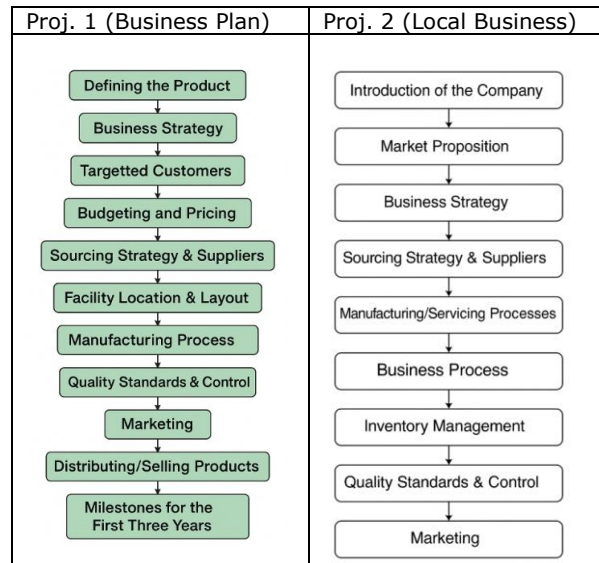
## 2. COURSE CONTENTS AND TWO PROJECTS

Our course is a second-year core course for all undergraduate business students. It is offered in a traditional face-to-face mode. The course provides an end-to-end overview of business operations and supply chain management: sourcing, manufacturing, to delivering goods and services with support from supply chain, accounting, finance, marketing, and management information systems.

One of the learning outcomes is to understand the elements involved in the design and development of a product from an operations management perspective. The design of a product includes what a sample product would look like. The task of creating images of the sample product is a great fit for GenAI usage. There are no prerequisite knowledge or skills for using GenAI. Many students had some experience using ChatGPT, but few students had experience of image generation or poster creation with GenAI.

To deepen students' understanding about business operations and provide a real-world context, we provided two team projects during the semester. For Project 1, teams are required to make a business plan to manufacture and sell a tangible/physical product so that they can think through the entire process of making and selling a product: defining the product, business strategy

(e.g., uniqueness of your product or how your business differentiates from competitors), targeted customers, designing sample products, budgeting and pricing, sourcing strategy and suppliers, facility location and layout, manufacturing process, quality standards and quality control, marketing, distributing/selling products, and the milestones for the first three years in terms of company size or sales. Please refer to Figure 1 for the content of both projects.



**Figure 1: Project 1 and Project 2 content (both diagrams were generated with ChatGPT)**

Teams make a poster to advertise or promote the product. While GenAI was allowed for the entire planning process, we only focus on using GenAI to make images for a sample product, and a poster to advertise the product. The poster has the following requirements: Product name, at least one AI generated image, price or price range of the product, location of the company or places where people could purchase the product (teams can make up a location). Please see Appendix A for the poster guideline.

Each team is required to generate at least three images for the poster and select one to be included in the poster. In a Word file, they document their conversation with the AI by including the text prompts and images generated. Students then explain in writing why they chose one of the images for the poster. For Project 2, teams selected a local business and interviewed employees to obtain information about business operations. Project 2 included the following requirements: Introduction of the company (e.g.,

founders, founding year, milestones of the company history, company size); company's market proposition (e.g., identifying major competitors and target customers), business strategy, sourcing strategy and suppliers, manufacturing/serviceing processes, business process, inventory management, quality standards and quality control, marketing, challenges and improvements, and lessons learned.

Project 1 and Project 2 were allocated 15% and 25% of the final grade, respectively. Each poster was worth 2% of the final grade.

### 3. IMPLEMENTATION

#### Implementation

We first implemented the projects in the Fall semester of 2024 with two sections, about 90 students in total. Each class was 15 weeks long. Each team had 3 to 5 members; one section had 11 teams, and the other section had 10 teams. We continued the projects in the Spring semester of 2025 for a single section with 9 teams and 41 students. Before the project started, the instructor asked students whether they had experience using GenAI to generate images. Only a few students had experience. To prepare students for image generation and poster-making, the instructor gave a presentation illustrating some sample text prompts with resulting images and posters.

For the project, teams were allowed and encouraged to use whatever tool they felt comfortable with. The instructor also presented some well-designed sample posters from the Internet; these posters seemed to use real images. These designs showed basic visual design principles, such as color scheme, positioning and proportion of sample products vs. text, contrast between background and text/images, and designs with background image vs. without background image.

After grading the posters for Project 1, the instructor selected well-designed images of sample products and posters from both sections, included them into a presentation, gave a feedback lecture with these images and posters, explaining why each of them was an effective visual design, and posted the presentation on the course website for all teams to learn from. For Project 2, teams made a poster for a local business by including at least one AI generated image. The purpose of the poster could be a general advertisement for the business, a particular event (e.g., Christmas sales), or a

specific product or service.

All teams in 2024 did a great job except for two teams, all teams in 2025 did a great job except for one team. One poster looked very cluttered, and the other two looked somewhat artificial, and thus did not look like posters for real companies. One team also told the instructor that they hoped they could use the real image of the products in the poster for the real business. As a result, we made a change for Project 2 (real business) for 2025. Teams needed to make two posters, one with an AI generated image, and one with a real/regular image. The purpose was for teams to see different effects with or without AI images.

### Businesses/Products for the Projects

Teams made business plans for a variety of products, the majority of which fall into one of three categories:

1. Environmentally friendly products that use recycled materials, such as sandals with used car tire for soles, plastic cowboy hats and sunglass frames made from recycled plastic.
2. Key chains made from recycled corks and bottle caps; products made from locally/regionally sourced raw materials and serve the local/regional markets, such as fresh juice truck, burger truck, and fruity beer; or products with minimalism, such as re-usable tote-bag with cotton fabric and simple prints.
3. Products for outdoor activities such as shoes, jackets, facial mask for skiing, knee braces and jumping ropes.

For Project 2, the majority of teams chose to interview a company in retail industry for their project, such as a local store that sells lumber and building supplies, fertilizers, soil complements, teas, or athletic gear; or a chain store operated locally (e.g., Albertsons), and food or service industry, such as a cafeteria, restaurant, bakery, brewery, or healthcare.

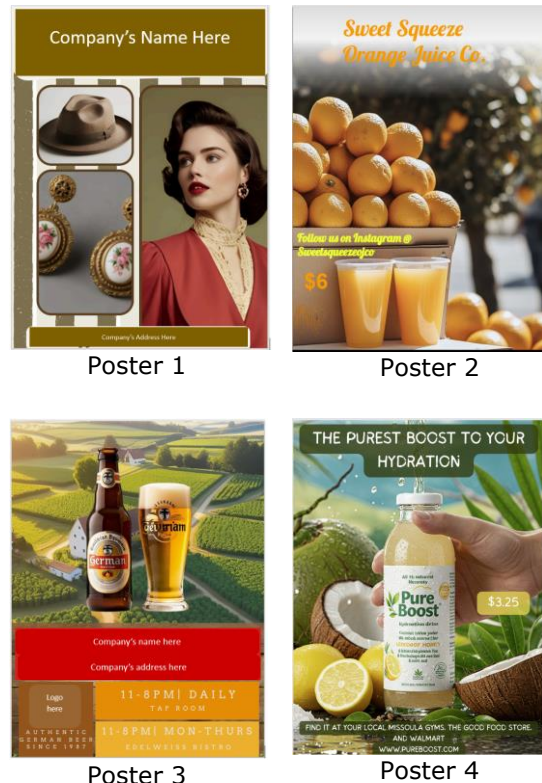
### GenAI Tools Used and Sample Posters

Teams used a variety of apps as listed below:

- Google Gemini
- ChatGPT
- Media Magic
- Midjourney.com
- Imagine.art
- Co-pilot
- Adobe AI
- Canva AI

Some teams used two apps to make posters. For

example, using ChatGPT to generate an image, and using Canva to apply a poster template and add texts. Figure 2 provides some example posters.



**Figure 2: Sample Posters**  
(Poster 2&4: business plans; Poster 1&3: real business. Business names and addresses were removed.)

### Evaluating Posters

For posters with AI images, 40% of the poster grade was the inclusion of at least one AI generated image regardless of the quality of the AI image. Forty-five percent of the mark was to include other necessary components (e.g., product name or company name, price or price range of the product, location of the company or places to purchase the product). Fifteen percent of the mark was for the visual design (e.g., the product and the functions of the product are clearly specified or illustrated, and the usage of color, text font style and size are appropriate, etc.). Please refer to Appendix A for scoring rubric.

The effectiveness of visual design was subjective in nature; therefore, it was difficult to quantify the quality. Moreover, we wanted students to freely experiment with the tool to align the output with what they wanted to achieve; thus, we did not penalize them for "poor" visual design, which

could orient students to guess about the instructors' preferences, thus dampening their motivation and restricting their creativity.

As a result, we did not deduct marks for visual design unless the readability was an issue. Instead, we made detailed comments about the effectiveness of their visual design, so that students knew how to improve their future work if the design was not visually appealing or aligned with the product functions/features. Students seemed to like this marking mechanism. Teams felt proud when their work was showcased to the class as good examples so that all teams could learn from them. Learning the effectiveness of visual design could only be achieved by using numerous examples.

#### **Other Business Visuals Generated with AI**

In addition to creating images for sample products and created posters, some teams created images for company logos, packaging boxes, production facilities, and store fronts. These teams also created additional images to help illustrate the content for presentations. For example, a team planning to brew fruity beer used AI to generate images of a lemon orchard. Another team proposing to operate a burger truck used an AI-generated image to show the inside layout of the truck. Other teams used AI-generated images to illustrate meeting scenarios and business milestones.

The project description does not require students to generate images for these usages; however, once students learned how to generate images, they applied them to other parts of the projects. We were glad to see that by giving students a concrete task they surprised us with their creativity. We hope this "spill over" learning effect could be carried into other courses/areas. For example, most classes in business schools would require students to make presentations with Power Point slides. Students could generate AI images for these presentations.

#### **4. STUDENTS' FEEDBACK**

Teams were required to write a reflection paper about the projects. In the 2024 reflection paper, students included at least 3 AI generated images, their associated text prompts, and explain why they chose a particular image for their poster. To understand more about students' interactions with AI, the instructor added a list of questions for students to answer in the reflection paper in the projects of 2025. Please refer to Appendix B for Project 1 (business plan), and Appendix C for Project 2 (real business).

Instead of summarizing students' reflection by individual questions, we identified the major themes below, and we focused on summarizing the reflection papers from the 2025 class.

#### **Human-AI Interaction: Fun & Challenging**

Most of the teams specified that their human-AI interactions were both fun and challenging. They liked the freedom, efficiency, and creativity that GenAI provided but felt frustrated when GenAI could not deliver the visuals that met their requirements. Some of the frustrations were related to the poor quality of text generated by the AI.

The rendered text was either unclear (e.g., letters with broken strokes) or incorrect (e.g., "thriftd" would be spelled as "thriftd" or "thrifhd"). Another issue with AI image generation was that GenAI tended to generate a new image every time a user asked for a modification. This AI behavior was frustrating when a small change was desired, but not made.

#### **Interactive & Iterative Co-creation Process**

The image generation and poster-making process was an interactive and iterative process. Students usually had a general idea about how the product would look before they generated the first image. Some teams searched for sample posters to inspire their own posters; some teams did not rely on inspiration because they already had an idea of how their products or posters would look like.

This interaction and iteration followed a trial-and-error process. As students reviewed generated images, they learned to specify requirements more explicitly in subsequent prompts. The outputs also exposed implicit assumptions, prompting revisions to their designs. As one team commented, *"Each generated image revealed something new about specifying the layout, lighting, and color use. This influenced changes in both prompt wording and design expectations."* Prompt refinements included adding or removing elements, adjusting text, and modifying visual components such as the color scheme.

This iteration process was guided by students' overall design purpose or taste, which could be illustrated by the process of Poster 3 in Figure 2. This poster was made for a local beer brewery. This team combined two images: the background of a hops field, and the center image of a beer bottle with a glass of beer. The brewery owner had German heritage; therefore, the team tried to add German elements into their design. Their first AI image was a German beer stein; the

second image was a beer bottle and glass with a Bavaria hops field in the background, and a big old German house on the left side. They determined that a beer bottle and a glass of beer were more visually effective than a beer stein, leading them to generate a third image featuring both, with appropriate labeling. The background was generated separately; in the revised version, the houses are smaller and situated in the hops field, allowing the product (beer) to stand out more clearly. This team used Canva for image generation and a poster template. The red band highlighting the company's name and address is visually striking, and the overall design conveys a high-quality product with a sense of enjoyment. Personal taste and subjective judgment played an important role throughout the iterative process.

### Effective Text Prompts

Teams relied on various styles of text prompts that were effective for image generation. Some teams specified a general approach, some formulated specific techniques, and others commented that effective prompts were context dependent. For example, the following prompts from two distinct teams specified a general approach:

*When developing a prompt, it should not be too complicated or too vague, it is important to strike a balance.*

*An effective text prompt is a prompt that is specific enough to have basic needs but also simple enough to allow the generator (AI) to understand.*

Other teams specified more specific techniques, as illustrated by the two examples below:

*An effective text prompt is detailed and concise that lays out what you want in the image such as the subject and background.*

*Effective text prompts, we realized, required a descriptive but focused layout or mood when applying a new prompt, as well as including color and lighting cues and mentioning the desired elements wanted for the end design.*

*This prompt formula generally yielded good results: "Generate an image of [main desired image], [background description], [realism level], [lighting choice]."*

Another team commented that effective text prompts were context dependent.

*The effectiveness of a prompt depends on your expectations. Since I was open to various vintage earring styles, a specific prompt wasn't needed. However, when strict guidelines are required, they must be clear for the best result. Detailed guidelines for the vintage outfit image led to a quick find, while the simpler hat prompt took more time to match the poster design.*

### Posters with AI vs. Non-AI images

In the reflection paper, students were asked to answer 3 prompts: 1) how much time they spent to create each of the posters (AI poster and non-AI poster), 2) which one was easier to create, and 3) which one was more visually appealing. Students spent 30 minutes to 2 hours on each poster. Some students said creating posters with natural images was easier because they simply chose an image, used a poster template, and added text to the template; whereas other teams said relying on natural images was more difficult because it was time consuming to find a natural image that meet their requirements and to format posters manually.

As for which one is more visually appealing, some teams indicated that their AI poster looked more visually appealing while others specified the opposite. Two teams had insightful comparisons about the two styles: Instead of directly comparing two posters just on the "look and feel," they said the posters provide different purposes. For example, one team (i.e., posters for a bakery) said, "The AI poster looks more appealing. It has more of an aesthetic to it than the non-AI one which is more informational."

The other team (i.e., posters for wood products) said,

*Visually, the (Non-AI) poster took on a more informational and grounded style. It resembled a company catalog or in-store flyer, which helped give it an authentic and practical appeal. The clean alignment of pricing, product names, and contact information made it very clear and easy to read. However, compared to the AI poster, it lacked a bit of flair or emotional draw.*

This suggests the poster design choice is not simply about the visual appeal, but also the function of how the poster is expected to be implemented or used.

### Students' Perceptions about AI's role

The 2025 students were asked who contributed

more to the posters with AI images, a human or AI. The majority of teams did not directly specify who contributed more; instead, they emphasized the different roles that humans and AI played in the co-creation process. As the comments below indicate, humans play the role of conceptualizer and governor while AI is the executor that vision.

*The AI tool significantly contributed to the visual foundation of the AI-assisted poster. However, human input remained essential for conceptualization, prompt engineering, image selection, and finalizing the general look of the poster.*

*The AI's limitations means that there needs to be continued human involvement for direction, evaluation, and control.*

*This project showed us how using AI gave us a huge advantage in terms of time, quality, and creativity. However, AI didn't do everything. It didn't know our target audience, understand class expectations, or catch every visual inconsistency. It was a powerful tool, but we were decision-makers.*

### **Students Perceptions about AI's Impact on Job Market**

Students in 2025 were asked to reflect on the following statement within the context of the workplace: "AI won't replace humans – but humans with AI will replace humans without AI". All teams agreed with this statement. They commented that AI would replace standardized and repetitive work easily, but a lot of work still needs to be done with human involvement and guidance, as illustrated by the following comments.

*AI didn't do the work for us—it extended our capabilities. It helped us communicate better, iterate faster, and present more effectively. But we still had to guide it with intent, filter the outputs, and make critical decisions. Students who pair human judgment with AI will absolutely outperform those who don't.*

*GenAI was like a silent team member that made everything smoother—from generating visuals to organizing our research. While it didn't replace our creativity or teamwork, it absolutely elevated our performance. We now better understand how to use AI as a collaborative partner rather than a replacement.*

These comments emphasize the idea that

humans and AI complement each other, rather than the idea that AI will replace humans entirely.

## **5. REFLECTIONS**

### **Traditional learning vs. learning with AI**

One revelation of this image generation practice was that learning GenAI can be "exploratory" in nature, not only in the sense of learning it via trial and errors, but also in the sense of loosely defined quality of the final deliverables and certain level of vagueness and uncertainty during the processes of achieving the final deliverables. For example, the effectiveness of visual design was only loosely defined with examples. We only provided limited guidance about the image generation process and did not provide any instructions about how to make a poster.

In the traditional way of teaching and learning, instructors are usually expected to be an expert in the tasks assigned to students. For example, if an instructor needs to teach using Python or Power BI to engage data analysis and make actionable recommendations about the analysis results, she must go through the entire process by herself and know the tools very well so that she can teach the skills. With GenAI tools, it is different; we can specify what the final deliverable would look like and let students figure out the process largely by themselves. All we need to do is to design the tasks with a clear learning objective and specifics of the final deliverables and let students experiment. Using mountain hiking as an analogy, in the traditional teaching, the entire class would hike the same trail, experience the same process, and reach the same peak. In our GenAI practice, the instructor stationed at the base camp on the mountain, informs what students should bring back from the hiking trip (e.g., photos of certain species of trees, shrubs, rocks, birds, or flowers), then allow them to choose the hiking routes (e.g., different apps/tools, and different processes, such as using one tool for image generation, and another tool for assembling and final touch).

The instructor does not need to have the experience of hiking all trails (e.g., obtaining the experience of using all candidate GenAI tools). Students won't reach the same peak either, meaning their learning would be different. For example, some students used AI-generated images for other parts of the projects, it is likely that these students may start to use AI-generated images for other courses, whereas other students may not carry this learning over to other courses.

**Study Limitations and Future Improvements**

We used GenAI primarily for image generation and poster making, the final deliverables of both projects are Power Point slides, posters, and live presentations. There is no formal report for the projects, as a result, there was little concern that students used GenAI to compose their reports. If a written report is part of the final deliverables, then the instructor would need to specify clearly whether students can use GenAI to compose the reports.

We did not discuss the potential ethical and legal issues associated with using GenAI tools to create images/posters for potential commercial use. For future projects, we will take this opportunity to introduce these concepts to the students due to their importance and relevancy (Ladwig, et al., 2025). Instead of giving a lecture about this, we plan to design team discussions about ethical and legal issues with GenAI, particularly focusing on attribution, copyright, and responsible-use boundaries. The instructor will summarize teams’ discussion, complement them with additional insights and guidance.

Our summarizations of GenAI usage were obtained from three face-to-face classes at the lower level of the business core. Generalization of our observations and findings to other contexts will be limited. For example, over-reliance on AI needs to be considered when instructors allow students to use AI for problem solving, such as using AI to generate graphs out of datasets (data analytics) or using AI to solve Accounting and Finance problems.

**Tips for Adapting to Other Courses**

Our task of creating business visuals could be adapted to other MIS courses. For example, in the system analysis and design course, if students have a project to improve a company’s website, students can use AI to generate the website navigation diagram, the user interface design diagram, and images for the websites. In a database course, students could manually draw ERD diagrams, then use AI to generate ERD diagrams, and finally do a comparison of both diagrams.

Reflecting on our tasks of image generation and poster creation, we found that effective AI usage in classrooms could include the items listed in Table 1. The learning objectives need to include critical thinking in addition to prompt engineering. This could be best achieved by embedding the tasks in a business context, so that students would have business requirements to engage AI, and also use the business context to evaluate

whether their final deliverables would meet the business needs. It is very important for students to submit their human-AI interaction process, their decision rationale, and reflection about human and AI’s roles in the tasks. These documentations not only provide evidence that students put serious effort into the work, but also explicitly require them to engage in critical thinking throughout the process.

Items	Notes
Learning objectives	<ul style="list-style-type: none"> <li>• Prompt engineering</li> <li>• Critical thinking</li> </ul>
Tasks	<ul style="list-style-type: none"> <li>• Tasks embedded in business context</li> </ul>
Instructional activities	<ul style="list-style-type: none"> <li>• Showing examples</li> <li>• Listing resources</li> </ul>
Deliverables	<ul style="list-style-type: none"> <li>• Final Results (e.g., poster, data graph, python codes, solutions of an Accounting and Finance calculation problem)</li> <li>• Human-AI interaction process</li> <li>• Reflection about human role and AI’s role</li> </ul>
Giving feedback	<ul style="list-style-type: none"> <li>• Showing good examples from students</li> <li>• Showing the principles/techniques by these examples</li> </ul>

**Table 1: Projects with AI Components**

**6. CONCLUSION**

In this teaching case, we detailed how to embed image generation and poster creation into two projects. The grade allocation for each poster was only 2%, but almost all teams put serious effort into this task, which was reflected by their final deliverables. They used a variety of GenAI applications/tools to generate images and learned prompt engineering by evaluating and refining their prompt based on the output. The iterative process helped them to see how their own designs and ideas would affect the output, therefore gaining the understanding that AI is not an “automatic intelligence” that can replace all human work, rather an “artificial intelligence”, which still needs human’s guidance, direction, and input to humanize and contextualize it for the actual usage.

Using AI in business and training business professionals to use AI are becoming a new norm. A report by Boston Consulting Group (BCG) (Bedard, et al., 2025) highlights that "AI fluency" has transitioned from an optional skill to a baseline requirement for professional roles. As business educators, we need to incorporate AI training into our curricula and broader learning processes. Beginning with the creation of business visuals offers a low-risk entry point; this approach prioritizes creative output and mitigates the risk of academic shortcuts, making it an ideal strategy for instructors who are new to integrating AI into their teaching.

## 6. REFERENCES

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**APPENDIX A**  
**Poster Creation Guideline and Marking Rubric**

**Poster Format** (2% of the final grade): PDF, just one page

**Poster Content**

- Product name (or company name)
- At least one AI generated image
- Price or price range of the product (not required for real business, unless it is a promotion)
- Location (if it is a cafeteria, where this cafeteria is located. If it is a product, where people can buy it, you can make up a location for business plan)

**A Word file** that documents your team’s process of creating the poster (1% of the final grade). At minimum you should include the following:

- Your team number, all members’ name
- Include at least three images generated by AI, specify why you chose the one that you used in the poster (maximum image to include is 6)
- App or apps that you used to generate AI images
- Text prompt that you used to generate images
- Did you do your own poster design, or did you use online app (template or AI to generate the poster)? Yes, you can use the online template for your poster design, please cite the website.

**Poster Marking Rubric**

Poster (Full mark is 2)	Full Marks	Received Marks	Marking Notes
File Format (should be PDF)	0.05		
Product name (or company name)	0.2		
At least one AI generated image	0.8		
Price or price range of the product	0.35		
Location (where is the business located or where to buy the products)	0.3		
Visual design (e.g., sample product and the functions of the product are clearly specified/illustrated, and the usage of color, text font style and size are appropriate, etc.)	0.3		
Total	2		
Comments			

## **APPENDIX B**

### **Project 1 Reflection Paper Guideline**

**Purpose:** Visual design with AI. You will need to document this process.

**Format:** A Word document with 2 pages.

- 1 inch all around for the margin.
- Font: Arial 12.
- Single line
- Your team number, all members' name

**Submission:** Name your file as "Proj1-TeamX-Reflection". Replace "X" with your real team number. Upload the Word into the digital dropbox named "Proj1-Reflection".

**Content:**

Document your process of creating the poster with AI images.

- What is your original idea for the image used in the poster?
- Did you search for some sample posters online for similar products? If yes, did the search help you refine your idea of the poster design? If yes, how?
- Specify App or apps that you used for image generation.
- Include at least three images generated by AI, maximum image to include is 6. For each image, write down the text prompt that you used.
- Specify why you chose the image that you used in the poster.
- If you use a poster template for the poster design, please specify the app that you use for the poster design.
- Your reflection about creating a poster with AI images:
  - Overall, is it fun, or frustrating, etc?
  - Did the images generated by AI help you refine your design, or refine your text prompt? In your opinion, what are effective text prompt?
- What did your team learn from this project in addition to poster design?

## **APPENDIX C**

### **Project 2 Reflection Paper Guideline**

**Purpose:** Document and reflect your teams' interaction with GenAI.

You are encouraged to use Generative AI (GenAI) such as ChatGPT for this project, including generate images for posters. The instructor would like to know how you interacted with GenAI for problem solving and creation.

**Format:** A Word document with 3 or 4 pages.

**Content:**

The first part is about using GenAI to generate images and create posters, and the second part is about using GenAI for the other parts of the project.

**Part 1: Using AI to generate images and create posters.**

- Specify App or apps that you used for image generation.
- If you use a poster template for the poster design, please specify the app that you use for the poster design.
- What is your original idea for the image used in the poster?
- Did you search for some sample posters online for similar products? If yes, did the search help you refine your idea of the poster design? If yes, how?
- Include at least three images generated by AI, maximum image to include is 6. For each image, write down the text prompt that you used. Did the images generated by AI help you refine your design, or refine your text prompts?
- In your opinion, what are effective text prompt for your image generation?

For this project, each team is required to create two posters, one poster with at least one AI-generated image (Poster-with-AI), and the other poster without AI image (Poster-without-AI).

- How much time did your team used to create Poster-with-AI and Poster-without-AI respectively? (If you did not record, give an estimation here)
- Which one is easier to create: Poster-with-AI or Poster-without-AI respectively. Which part took most of your time? (e.g., generating a desired image).
- For the Poster-with-AI creation, who contributed more to the finalized poster: you or the AI tool? For your design process, which part is better for human to do, and which part is better for AI to do?
- Specify why you chose the image that you used in the poster.
- Among the two posters that your team created, which one (Poster-with-AI and Poster-without-AI) looks more visually appealing to you? Why?

**Part 2: Using GenAI for the other parts of the project**

Karim Lakhani, a Harvard Business School Professor, specified that "AI won't replace humans – but humans with AI will replace humans without AI". Do you agree with his statement? Please elaborate based on your experiences with GenAI.