



Hello everyone, and thank you for joining me today.  
I'm Paige Jameson, and I am the department chair at A-B Tech Community College in Asheville, NC.

I'll be honest — not long ago, I had *no* idea what AI could do.

I was first introduced to it during our annual faculty in-service, and let's just say... my age was showing a little.

But after a short presentation, I got curious. I started playing around with ChatGPT — and I'm going to tell you right now: it was a *game changer*.

Once I realized just a few of the things these tools could do, I was hooked. Not because I love technology for the sake of it — but because I saw real potential to make our work easier and our teaching even better.

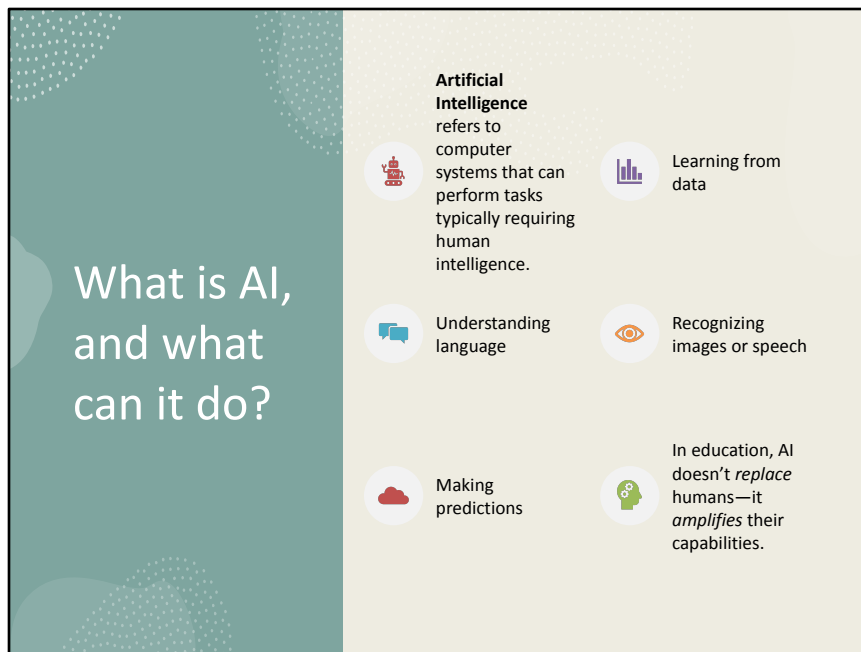
So that's what today is about. We're not going to spend a lot of time reviewing all the AI platforms out there.

Instead, we're going to *play*. I'll show you some of the ways I've been using AI,

and we'll explore how you can bring it into your own teaching — no matter your comfort level.

My hope is that you'll leave here not just with ideas, but with the motivation to give AI a try in your own courses — and maybe even have a little fun doing it.

So let's get started!



So let's start with the big question — *What exactly is AI?*

At its core, artificial intelligence is technology designed to mimic human thinking — like recognizing patterns, understanding language, and even learning from experience.

And while that can sound kind of intimidating or futuristic, the reality is: **AI is already part of our daily lives.** Every time you ask Siri for the weather, get a Netflix recommendation, or let your email finish your sentence — that's AI at work.

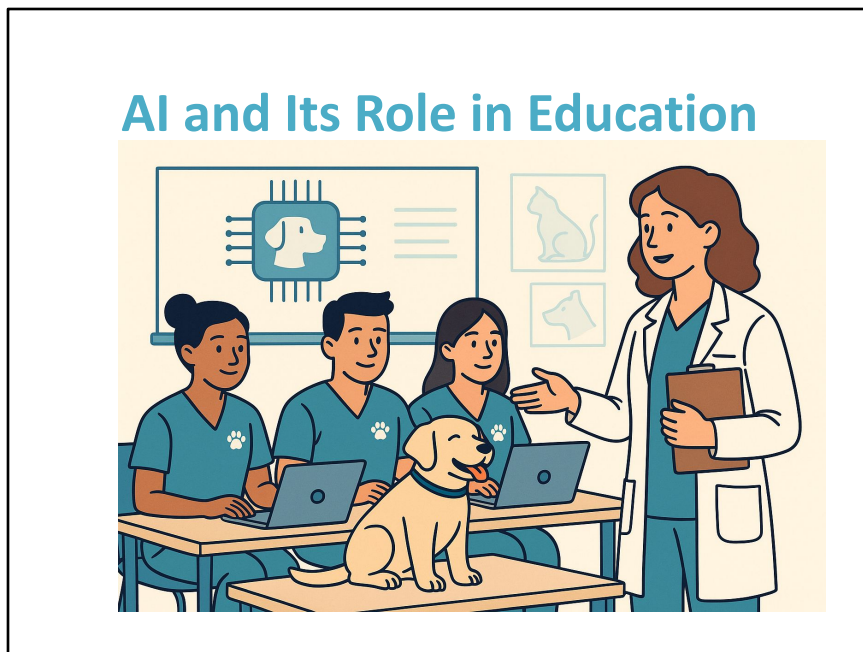
In education, AI tools can do some pretty amazing things.

The key is: **AI doesn't replace us — it supports us.**

It's like having a brainstorming buddy who never gets tired and doesn't need coffee breaks.

So, instead of listing every platform out there, we're going to jump in and explore what these tools can actually do — together.

No pressure, no tech jargon — just hands-on ideas you can use in your own classroom.



So now that we know what AI is, let's talk about what it can actually *do* in education.

At its best, AI isn't about replacing teachers — it's about **enhancing what we already do** and making our jobs a little more manageable.

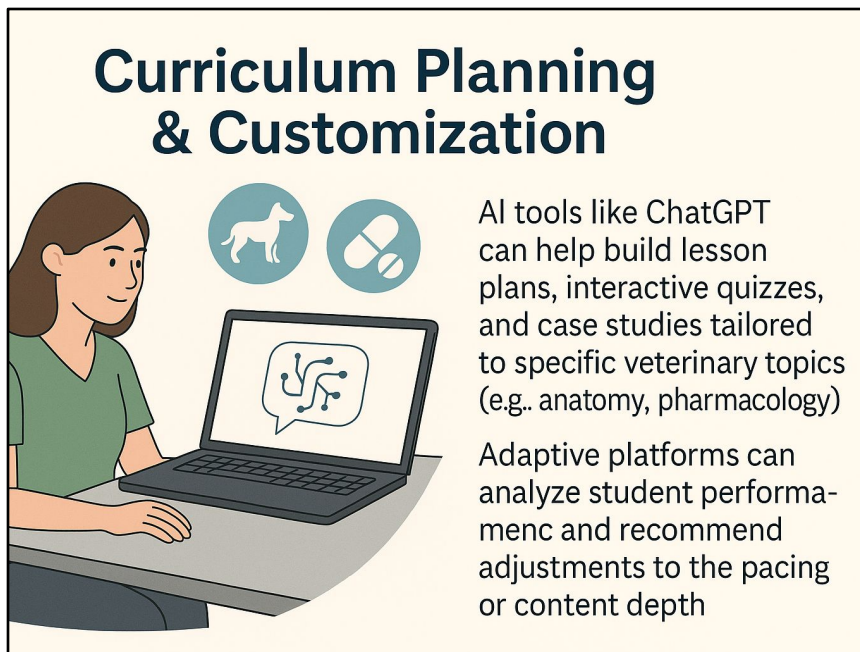
Think of it as a co-teacher that handles the repetitive stuff so we can focus on the human part of teaching — connection, mentorship, and real-time feedback.

Here are a few key roles AI can play:

- ♦ **Content Creator** – Need a quick quiz, a lesson outline, or discussion prompts? AI can help you generate those in seconds.
- ♦ **Tutor for Students** – AI tools can explain complex topics, quiz students, or help them study — especially helpful for those students who need extra reinforcement or to help assist you with accommodations for ADA.
- ♦ **Accessibility Booster** – AI can transcribe lectures, summarize readings, or provide support for students with different learning styles.
- ♦ **Time-Saver for Instructors** – From writing rubrics to drafting announcements or organizing schedules, AI can take tedious tasks off our plate.

- ♦ **Feedback Assistant** – AI can help review student writing, suggest edits, or even simulate patient/client communication for role-playing.

So whether you're teaching in-person, online, or in the lab, **AI has the potential to support teaching, personalize learning, and help us focus on what really matters: student success.**



One of the biggest ways AI can help us as educators is in **curriculum planning and customization**.

Let's be honest — creating engaging, relevant content takes a lot of time. Between lesson plans, quizzes, rubrics, case studies, presentations — it's a full-time job on its own.

But with AI, we can actually **build or modify materials in minutes**, not hours. And what's even better — we can **tailor them** to our specific students, programs, or teaching style.

Here are a few things AI can help with:

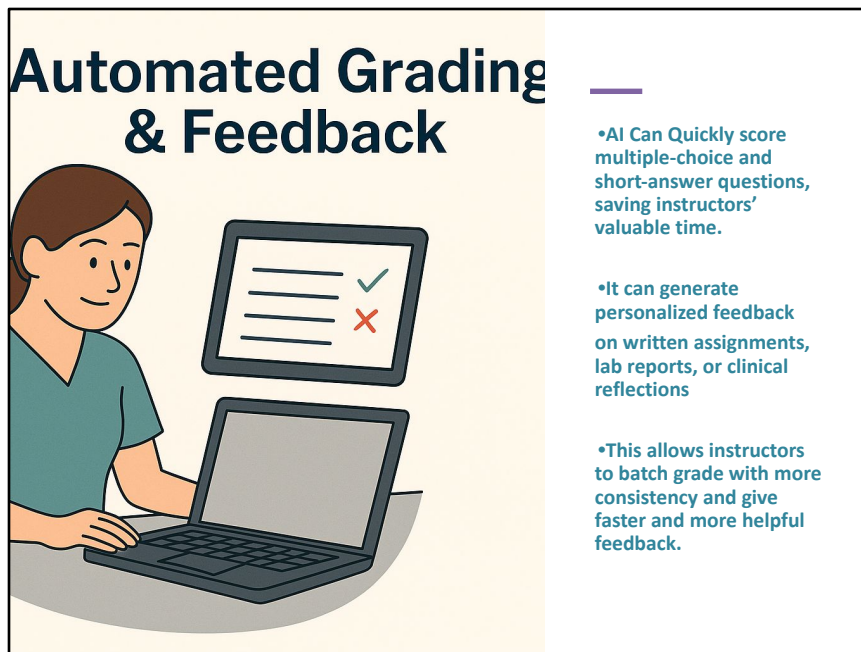
- ✓ **Lesson Plans** — Give it a topic, a time frame, and a learning objective — AI can suggest a full outline, activities, and even discussion questions.
- ✓ **Quizzes & Test Questions** — Multiple choice, short answer, scenario-based — AI can generate a variety of questions at different student learning levels. You can even ask it to align with your class's core competencies.
- ✓ **Case Studies** — You can have AI create realistic clinical scenarios, with patient history, vital signs, complications, and questions for critical thinking.

- ✓ **Rubrics & Assignment Instructions** – AI can help write clear, consistent rubrics or assignment prompts — a big time-saver, especially for new courses.
- ✓ **Customized Learning** – Need simpler language for a struggling student? AI can adjust content for different levels and styles.

The key is — **you're still in control**. AI gives you a starting point, not a finished product. You can tweak it, personalize it, and make it yours — but without starting from scratch every time.

And once you start using it, you'll wonder how you ever planned a semester without it.





Now let's talk about one of the *most beloved* parts of teaching... grading.

Just kidding — I know grading is one of the most time-consuming, burnout-inducing parts of our job. And that's where **AI-powered grading and feedback tools** come in.

These tools can't replace our professional judgment, but they can **streamline the process, improve consistency, and give students faster feedback** — which we know improves learning.

Here are a few worth knowing about:

✓ Great for handwritten or scanned assignments, especially when multiple instructors are grading. It supports batch grading, recognizes similar answers, and lets you build reusable rubrics.

✓ **Batch Grading Tools** – Many LMS platforms (like Canvas or Moodle) now offer AI-assisted batch grading, where you can provide feedback once and apply it to all similar responses — no need to rewrite “remember to cite your source” 20 times.

✓ **Open-ended Feedback with AI** – Tools like ChatGPT or Claude can help

generate feedback on written responses, discussion boards, or even clinical reflections. You can prompt it to highlight strengths, offer suggestions, or check tone — then review and customize before sending.

✅ **Rubric Alignment** – AI can help you design rubrics that align with outcomes and even assist in applying those rubrics more consistently across large student groups.

The idea isn't to grade on autopilot — it's to reduce the repetition, minimize bias, and give our students *better, more timely feedback* — without spending your whole weekend buried in papers.

These tools are especially helpful for writing-heavy courses or capstone projects, but they can also be adapted for lab reflections, SOAP notes, client communication scripts, and more.

### Activity 1: Create a Case Study

Think of a topic you teach (e.g., anesthesia, radiology, client communication, parasitology, pharmacology).

Open ChatGPT to create a patient case

- Use a clear prompt to ask it to generate a case study.
- Customize or tweak the output as needed.
- Be creative — this is a low-pressure chance to explore!

*"Create a veterinary technician-level case study about a dog presenting with vomiting and lethargy. Include signalment, history, clinical signs, possible differential diagnoses, and 3 follow-up questions."*



Alright, now it's your turn! We're going to try out one of my favorite ways to use AI in the classroom: **creating a custom case study using ChatGPT**.

Why case studies? Because they're engaging, practical, and help students develop critical thinking and clinical reasoning — especially in vet med. But they also take a lot of time to write... unless you have a little help.

For this activity, I want you to imagine a topic you teach — maybe it's anesthesia, parasitology, radiology, or client communication.

Then, we'll use ChatGPT to generate a scenario.

You can include:

The species and signalment (like "3-year-old spayed female golden retriever")

Clinical signs or presenting complaint

lab values, imaging, treatment plans, or ethical dilemmas

Here's an example of a prompt you could type into ChatGPT:

👉 *“Create a veterinary technician-level case study about a dog presenting with vomiting and lethargy. Include signalment, history, clinical signs, possible differential diagnoses, and 3 follow-up questions.”*

You can customize it as much or as little as you'd like. Would you like it to align with a specific essential skill?

Want to add a twist? Go for it.

Take about 10 minutes to experiment, and then we'll share some of your results!

## Example Case Study Output from ChatGPT

### Veterinary Technician Case Study Worksheet

#### Patient Presentation: Vomiting and Lethargy

##### Signalment

- Species: Canine
- Breed: Labrador Retriever
- Sex: Neutered Male
- Age: 4 years
- Weight: 32 kg

##### History

The patient began vomiting approximately 24 hours ago. Since then, he has become increasingly lethargic. The owner reports no food intake since yesterday and three episodes of vomiting overnight. The dog was recently left unsupervised in the yard and may have ingested something unknown. No medications are currently being administered. The dog is current on all vaccinations.

##### Clinical Signs Observed

- Lethargy
- Vomiting (partially digested food)
- Mild dehydration
- Tacky mucous membranes
- Mild abdominal discomfort
- Temperature: 101.8°F
- Heart Rate: 120 bpm
- Respiratory Rate: 28 bpm

#### Possible Differential Diagnoses

1. Foreign body obstruction
2. Gastritis (dietary indiscretion or toxin)
3. Pancreatitis
4. Parvoviral enteritis
5. Toxin ingestion
6. Hypoadrenocorticism (Addison's disease)
7. Intestinal parasites

#### Student Questions

Instructions: Answer the following questions based on the case study. Be prepared to discuss your reasoning.

1. What is the most likely diagnosis in this case and why? (Support your answer using the patient's history and clinical signs.)
2. What diagnostic tests would you recommend first, and what would each test help rule in or out?
3. If this were a foreign body obstruction, what findings might you expect on abdominal radiographs or ultrasound?
4. Describe the treatment plan for a dog diagnosed with gastritis due to dietary indiscretion.
5. What nursing care considerations would a veterinary technician focus on for this hospitalized patient?
6. List two client education points you would discuss with the owner to help prevent similar future episodes.

So here is an example of what that prompt would generate. let's give another one a go.

**WHY FEEDBACK MATTERS**

VOICE YOUR OPINION → ACKNOWLEDGE HARD WORK

### Activity 2: AI-Assisted Student Feedback

Think of a time you had to give a student difficult or constructive feedback.  
What made it challenging? Tone? Clarity? Sensitivity?

Now, let's use ChatGPT to help draft a professional, supportive version of that feedback.  
You'll provide the situation, and ChatGPT can help find the right words.

**Tips for Your Prompt**  
Include the assignment or context (e.g., clinical rotation reflection, lab skills eval, group work).  
Briefly describe the issue or concern (e.g., incomplete SOAP notes, unprofessional behavior, not meeting deadlines).  
Say you want the tone to be supportive, respectful, and growth-focused.

"Help me write constructive, professional feedback for a veterinary technician student who submitted a SOAP note with multiple errors in the assessment and plan sections. The tone should be respectful and encouraging and should include suggestions for improvement."

Alright, for this next activity, we're going to explore how AI can help with something many of us struggle with — giving constructive feedback or initiating a courageous conversation.

We've all had moments where we needed to address a student's performance, behavior, or effort — and it's not always easy to find the right words. We want to be clear, but also respectful and encouraging.

So here's what we're going to do:

I want you to **think back to a situation** where giving feedback was especially challenging — maybe it involved a clinical mistake, professionalism issue, or even just a pattern of incomplete assignments.

Then we'll use **ChatGPT** to help **draft a message or comment** that you might give to that student.

The goal is to keep it constructive, specific, and growth-minded — but let the AI do the heavy lifting with tone and structure.

On the screen, you'll see a sample prompt you can use or modify. Feel free to add your own details. You can mention the type of assignment, what the issue was, and ask ChatGPT to make the tone supportive and respectful.

Once you've got a draft, take a moment to read it over. Would you actually use it? Would you tweak it? That's the beauty of AI — you're still in control.

We'll take about 10 minutes, and then we will move on to our final activity.

## Example Student Feedback Output from ChatGPT

Hi [Student's Name],

Thank you for submitting your recent SOAP note. I appreciate the effort you put into gathering your observations and organizing your findings. Your Subjective and Objective sections were clearly written and showed a solid grasp of the case details.

However, I wanted to offer some feedback on the Assessment and Plan sections, as there were several areas that needed refinement to meet the expectations for clinical reasoning and clarity.

### Assessment:

It's important that this section reflects a thoughtful analysis based on the objective findings. Try to avoid simply restating observations—instead, aim to interpret what the data might indicate. For example, instead of repeating vital signs or symptoms, consider what those signs suggest about the patient's health status. Focus on identifying potential problems or priorities (e.g., "Possible dehydration due to vomiting and decreased intake").

### Plan:

Your Plan should include actionable, realistic, and patient-specific steps. In this submission, some recommendations were either too vague or did not align well with the assessment. Try to ensure that each item in the plan directly addresses the problems identified. For instance, if dehydration is suspected, include rehydration strategies like SQ fluids or monitoring intake/output.

### Suggestions for Improvement:

- Review clinical examples of SOAP notes that demonstrate problem-oriented thinking.
- Use the SOAP format guide provided in class to check your structure.
- Consider asking yourself, "What's the most important issue for this patient, and what should we do about it?" when writing your Assessment and Plan.
- I'd be happy to review a revised version with you or go over a strong example together.

You're making progress, and these are skills that take time to develop—so keep at it! With continued practice and attention to detail, your clinical documentation will grow stronger and more precise.

Please let me know if you'd like to meet one-on-one or review some examples together.

### In-Person Feedback Script:

"Hey [Student's Name], do you have a quick minute to chat about your SOAP note? First, I want to thank you for getting it in on time and for how clearly you laid out your Subjective and Objective sections. You're doing a good job collecting patient data and organizing your thoughts, which is a strong foundation."


"That said, I did notice that the Assessment and Plan sections had a few areas that need work. In the Assessment, remember that this is your chance to interpret the data—not just restate it. So instead of repeating signs like 'vomiting' or 'lethargy,' try to tell me what you think might be going on. For example, are we thinking possible dehydration? GI upset? A response to medication?"

"Then in your Plan, think about: What actions are needed based on what you've just assessed? Try to make those steps clear, specific, and relevant. For instance, if you suspect dehydration, you might suggest SQ fluids or monitoring intake/output." "These sections can be tricky at first, but the more you practice problem-solving like this, the easier it gets. You're on the right track, and this is just part of building clinical reasoning. If it would help, I'd be happy to go over an example with you or talk through one of your past cases together."

"You're making progress, and I can tell you care about doing well—keep going. Let's keep working on this, and don't hesitate to check in if you want some one-on-one time with a SOAP note or case."

Here is an example of the response I got with that prompt. I asked for a written email-style version and a face-to-face conversation script





### Activity 3: Create a Fun, AI-Powered Activity

Choose: song, game, puzzle, escape room

Use ChatGPT to generate ideas and structure

Sample Prompt:  
*"Create a pharmacology review rap song for veterinary anesthetic drugs: hydromorphone, dexmedetomidine, ketamine, midazolam, propofol, and butorphanol. Include contraindications, side effects, drug class, and duration. Do it to the tune of 'Gangsta's Paradise.'"*

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Now for our final activity — we're going to have a little fun with AI.

One of the things I love about tools like ChatGPT is that they're not just helpful for planning and grading — they can also help us create moments of joy and engagement in the classroom.

Whether you're reviewing complex material, trying to break the ice, or just looking for a new way to grab attention, AI can help you come up with activities you might not have thought of on your own.

So, here's your challenge: think of a topic or skill you teach and then ask ChatGPT to help you turn it into something fun — like a song, a game, a mini escape room, or a puzzle. "Would You Rather" or "This or That" games are lots of fun to implement into the classroom.

You can use the sample prompts on the slide or create your own. The goal isn't perfection — it's play. Let the AI surprise you, and don't be afraid to get a little silly.

We'll take about 10 minutes to create, and then I'd love to hear what you came

up with — I bet we'll have some ideas worth stealing!



### Anesthetic Paradise To the tune of “Gangsta’s Paradise” (Vet Tech Pharmacology Rap)

🎤 [Intro – spoken, slow beat]

As I walk through the clinic with the charts on my side,  
I take a look at my drugs—sedation’s our guide.  
Been pre-med’n and reppin’ since I entered this field,  
Now I’m droppin’ pharmacology that’s clinically real.

🎤 [Verse 1 – Hydromorphone]

Opioid strong, that mu-agonist vibe,  
Hydro’s bringin’ pain relief, sedative vibe.  
Bradycardia hits—yeah, cats might drool,  
Vomitin’ common, so keep your cool.  
Don’t use in head trauma or respiratory depression,  
It lasts 4–6 hours, a short-term session.



[Hook – Sung or chanted]

🎤 Been spendin’ most our lives, livin’ in Anesthetic Paradise,  
Know your class and match it right—livin’ in Anesthetic Paradise,  
Side effects are in plain sight—livin’ in Anesthetic Paradise,  
Contraindications tight—livin’ in Anesthetic Paradise.

🎤 [Verse 2 – Dexmedetomidine]

Alpha-2 drug, we call it Dex,  
Calms ‘em down smooth, don’t leave a mess.  
Bradycardia’s a common scene,  
And vasoconstriction behind the screen.  
Avoid in hearts that beat too slow, But it’s reversed with atipamezole.

🎤 [Verse 3 – Ketamine]

Dissociative fire—NMDA blockin’,  
Muscles tense up, we still rockin’.  
Raises ICP—don’t give with trauma,  
But great with pain, like pharma-mama.  
Quick in, quick out—30 minute thrill,  
Pair it with midaz for that chill pill

🎤 [Verse 4 – Midazolam]

Benzodiazepine, smooth and light,  
Relaxes muscles, calms the fright.  
Give it IV, IM too,  
Even nasal if you got to.  
Don’t use in neonates—it might backfire,  
Short half-life, then it’ll retire.

[Hook – again]

🎤 Been spendin’ most our lives, livin’ in Anesthetic Paradise,  
Mix the drugs, but keep it tight—livin’ in Anesthetic Paradise,  
Vet tech minds take flight—livin’ in Anesthetic Paradise,  
Save lives day and night—livin’ in Anesthetic Paradise.

🎤 [Verse 5 – Propofol]

White like milk, smooth and clean,  
IV down slow—it’s the induction queen.  
No pain control, just sleepy bliss,  
But apnea’s real—don’t dismiss.  
Quick onset, short time to rise,  
Keep a close eye, no surprise.

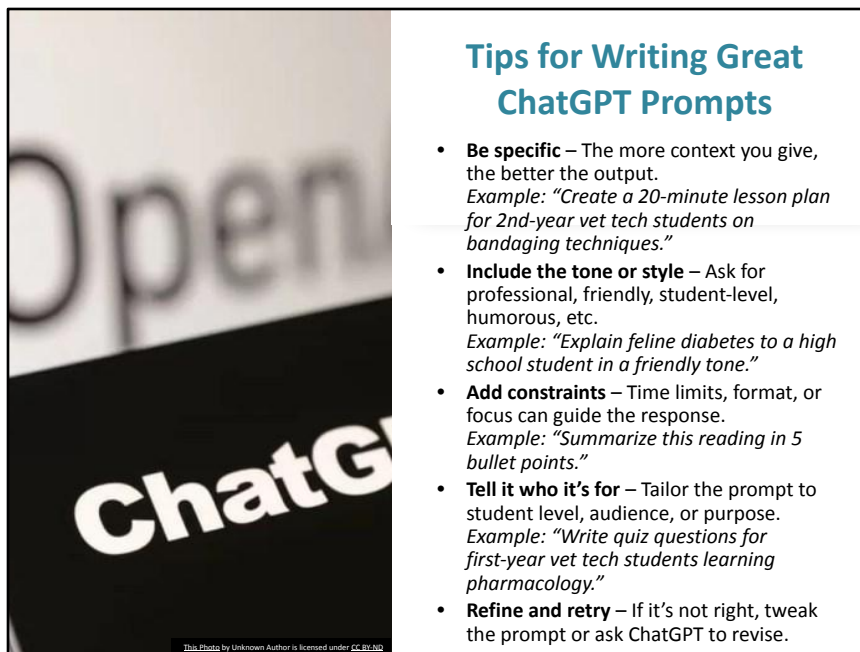
🎤 [Verse 6 – Butorphanol]

Kappa-agonist, mild and neat,  
Mu-anta-agonist can’t be beat.  
Mild pain, not for slicing deep,  
But sedation’s nice and the patient sleeps.  
Lasts 1 to 2 hours, then it fades,  
Use with Ace or Dex, then it sedates.

[Final Hook – fade out]

🎤 Been spendin’ most our lives, livin’ in Anesthetic Paradise,  
Dosed and logged and thinkin’ twice—livin’ in Anesthetic Paradise,  
Keep your charts precise—livin’ in Anesthetic Paradise,  
We’re the vet techs holdin’ tight—livin’ in Anesthetic Paradise.

Who’s volunteering to perform our rap!!!



Now that you've seen what ChatGPT can do, let's talk about how to get the *best* results.

The magic of ChatGPT really comes from **how you ask**. Just like giving clear instructions to a student or colleague, the more thoughtful your prompt, the better the outcome.

First — **be specific**. Vague prompts like “Make a quiz” will get vague answers. But if you say, “Make a quiz for second-year vet tech students on wound management, with 3 multiple-choice and 2 case-based questions,” you’ll get something much more useful.

Second — **mention tone and format**. If you want something professional, casual, funny, or student-friendly, say so. ChatGPT is great at adapting to different styles.

Third — **set boundaries**. Ask for bullet points, word counts, time frames — that helps keep things concise. And don't forget — you can always say who it's for. “A student with test anxiety,” “a new grad tech,” or “a client during discharge” — all great cues to

shape the output.

Finally — **don't be afraid to revise and retry**. If the first answer doesn't work, tweak your prompt. Ask it to clarify, restructure, or go deeper. Think of ChatGPT like a super-helpful assistant — it's there to collaborate, not just complete a task.

## Create Your Own GPT for Teaching



### Why create your own GPT?

Tailor it to your course, specialty, or teaching style

Set clear rules, tone, and purpose for the assistant

Save time creating activities, feedback, case studies, and more

Share it with students or colleagues for consistent support

### How to Create One (Super Simple!):

1. Go to [chat.openai.com](https://chat.openai.com)
2. Click the “Explore GPTs” tab on the left
3. Click “Create” → Use the walkthrough or “Configure” tab
4. Set your **name, purpose, tone**, and what the GPT can/can’t do
5. Add custom instructions or examples
6. Save and copy your shareable link or QR code

The last thing I want to mention for those of you who have been utilizing AI already and are ready for the next step is that you can create your GPT!

Yup! One of the coolest things about ChatGPT is that you can create your *own version* of it — a custom GPT — that’s built around the needs of your course or students.

So instead of starting from scratch every time, you can create a GPT that’s focused on **your teaching goals** — whether that’s client communication, pharmacology, ethics, or lab prep.

I’ve created one called the **Vet Tech Client Simulator**, which helps students practice communicating with clients, such as explaining procedures and navigating challenging client scenarios. I’ll share the link with you — you’re welcome to try it or even use it in your own class.

Creating one is super simple. Just go to ChatGPT, click on “Explore GPTs,” and then “Create.” You can use a walkthrough or configure everything yourself — including the GPT’s name, tone, and rules.

You can set your GPT to behave like a lab assistant, a clinical client, a quiz generator — whatever you want.

Then once it's ready, you get a **shareable link or QR code** you can use with students or other instructors.

It's a fantastic way to save time while building something *customized to your exact needs*.



Okay, so what we are going to do is open this simulator, and I'll put it in voice mode, give it a prompt, and then we can all play along, interacting with the client. Once we are done, we will ask for some feedback to see how we can improve our communication the next time around.





Alright — we’ve explored a lot today: lesson planning, feedback, creativity, grading tools, and how to bring AI into the classroom in ways that save time and spark engagement.

Now, I want to give you just a moment to pause and reflect.

What’s one thing you learned today that surprised you?

Maybe it was how easy it was to write a case study, or how fast feedback can be generated, or maybe that you could make a Jeopardy game out of nowhere!

I’d love for a few folks to share — what you created, what you discovered, or how you’re thinking differently about AI in your role as an educator.

And if you’d rather reflect quietly, that’s fine too. You can take a moment to jot down a takeaway or idea to try this semester.

We’re all still figuring this out together — and my hope is that you leave here feeling a little more empowered and a little more curious about how AI can

support you and your students.

Thank you all for being part of my very first presentation at a conference! Yay I did it.