


# AI + VIBE PROGRAMMING

USING CITIZEN DEVELOPMENT  
TO IMPROVE MY PRODUCTIVITY

 Lovable

 replit

***bolt***

 manus





# 5 REASONS EVERY PROFESSOR AT GVSU SHOULD USE **VIBE** PROGRAMMING TOOLS

*Work smarter.  
Teach better.  
Lead the future.*



01

## RECLAIM YOUR TIME

Use AI-powered development tools to automate repetitive tasks like grading support, rubric creation, quiz generation, assignment design, and course materials—freeing more time for teaching and mentoring students.



02

## REDUCE BUSY WORK

Build custom tools in hours instead of waiting weeks or months for software development. Create solutions tailored to your own courses, research, or administrative needs.



03

## SOLVE PROBLEMS WITHOUT PROGRAMMING

Modern “vibe programming” platforms like Lovable, Replit, Bolt, and Manus let faculty describe what they want in plain English and have working applications generated—no computer science degree required.



04

## INCREASE STUDENT ENGAGEMENT

Develop interactive learning experiences, simulations, calculators, feedback systems, dashboards, and AI tutors that are customized to your teaching objectives instead of relying on one-size-fits-all software.



05

## PREPARE STUDENTS FOR THE AI WORKPLACE

Every discipline is being transformed by AI-assisted software creation. Faculty who adopt these tools not only improve their own productivity but also model the future of work for students.



IF AI CAN SAVE YOU JUST ONE HOUR EACH WEEK,  
THAT'S MORE THAN **50 HOURS** A YEAR.

*Most faculty can  
save far more  
than that.*

# INTEGRATED AI INTO CORE TEACHING WORKFLOWS

## ATTENDANCE, GRADING, PARTICIPATION, ASSESSMENT



### BIG WINS



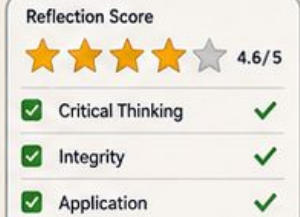
#### ENGAGEU

Smarter Participation.  
Stronger Classrooms.



#### B.E.A.R.S.

Business Ethics &  
Reflection System



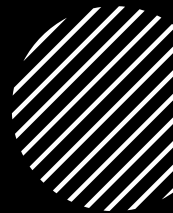
#### VOICECHECK

Promoting Originality.  
Building Integrity.





# Participation / Attendance Problems



Manual participation tracking was too time-consuming.

Participation records were hard to keep accurate during class.

Students often did not know where they stood until too late.

Calculating participation scores multiple times per semester was inefficient and painful — the academic version of doing taxes by candlelight.

Good communication on participation ensures a lively classroom, good communication on attendance drives up class attendance.

Week 1	August 26, 2024	Week 6	September 30, 2024	Week 11	November 4, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 2	September 2, 2024	Week 7	October 7, 2024	Week 12	November 11, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 3	September 9, 2024	Week 8	October 14, 2024	Week 13	November 18, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 4	September 16, 2024	Week 9	October 21, 2024	Week 14	November 25, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 5	September 23, 2024	Week 10	October 28, 2024	Week 15	December 2, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Total 1st Third	7/0	Total 2nd Third	5/0	Total Final Third	6/0

Perfect!

## Participation Full Credit

- 7 times in Part 1 (required 5) – 33 points
- 5 times in Part 2 (required 5) – 33 points
- 6 times in Part 3 (required 5) – 34 points
- **Attendance**
  - No absences – 20 points extra credit

Week 1	August 26, 2024	Week 6	September 30, 2024	Week 11	November 4, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 2	September 2, 2024	Week 7	October 7, 2024	Week 12	November 11, 2024
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Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 4	September 16, 2024	Week 9	October 21, 2024	Week 14	November 25, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 5	September 23, 2024	Week 10	October 28, 2024	Week 15	December 2, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Total 1st Third	3/0	Total 2nd Third	4/0	Total Final Third	0/2

## Participation Partial Credit

- 3 times in Part 1 (required 5) – 22 points
- 4 times in Part 2 (required 5) – 29 points
- 0 times in Part 3 (required 5) – 5 points
- **Attendance**
  - No absences – 20 points extra credit

Week 1	August 26, 2024	Week 6	September 30, 2024	Week 11	November 4, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 2	September 2, 2024	Week 7	October 7, 2024	Week 12	November 11, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 3	September 9, 2024	Week 8	October 14, 2024	Week 13	November 18, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 4	September 16, 2024	Week 9	October 21, 2024	Week 14	November 25, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Week 5	September 23, 2024	Week 10	October 28, 2024	Week 15	December 2, 2024
Monday	Wednesday	Monday	Wednesday	Monday	Wednesday
Total 1st Third	3/3	Total 2nd Third	1/6	Total Final Third	-1/4

-110 points    13 absences    0 participation points!

## Participation Minimal Credit

- 3 times in Part 1 (required 5) – 22 points
- 1 time in Part 2 (required 5) – 10 points
- 0 times in Part 3 (required 5) – 0 points
- **Attendance**
  - 13 absences **Negative** 110 points



GVSU Email

A dark grey rounded rectangular input field containing the email address "StudentID@mail.gvsu.edu". To the right of the text is a small teal icon of a hand with fingers spread.

G Number / Password

A dark grey rounded rectangular input field containing the alphanumeric string "G01234567". To the right of the text are two icons: a teal hand icon and a white eye icon.

Sign In

A solid blue rounded rectangular button with the text "Sign In" centered in white.

🔍 Perfect Attendance

**53.8%**

50 students (0 absences)

✓ Good Attendance

**74.2%**

69 students (0-1 absences)

👤 Top Contributors

**37**

Izzy Helman

ATTENDANCE BY SECTION

**340.02**

35 students

Perfect: **21** (60%)

Near Perfect: **6** (17%)

**340.03**

29 students

Perfect: **11** (38%)

Near Perfect: **8** (28%)

**340.04**

29 students

Perfect: **18** (62%)

Total Students

**93**

Average Points

**31.5**

Total Points

**2934.0**

STUDENT NAME	G#	POINTS	CONTRIB.	FIRST BLOCK		SECOND BLOCK		FINAL THIRD		SEMESTER TOTAL		OVERRIDE	FIRST BLOCK	SECOND BLOCK	FINAL THIRD
				Abs.	Penalty	Abs.	Penalty	Abs.	Penalty	Abs.	Penalty				
Abdou, Lauren	G02450327	34	6	0	0	0	0	1	0	1	0		33	26	34
Apsitis, Alec	G02504914	34	6	0	0	0	0	0	0	0	0		33	33	34
Arends, Sara J	G02288073	34	7	0	0	0	0	0	0	0	0		33	26	34
Barkeley, Drew A	G02510532	34	8	3	-10	0	0	0	0	3	-10		6	33	34
Barnett, Carter J	G02521684	30	5	0	0	1	0	1	0	2	0		28	13	30
Belling, Maddie	G02236127	34	11	0	0	2	0	0	0	2	0		33	33	34



# Admin Dashboard

Manage participation, sections, and students

🔗 Sign Out

[Track Participation](#)
[Students](#)
[Student Analytics](#)
[Floor Plan](#)
[Close Block](#)
[Sections](#)
[Semester Setup](#)
[Blocks](#)

[Documentation](#)
[PINS](#)
[System Reset](#)

**Students (93)**

View and edit student records. Click the edit button to update information.

[Export Roster](#)
👤 All Sections

🔍 Search by first name or last name...

**Lauren Abdou**

G02450327 • 340.04 • abdoul@mail.gvsu.edu • Senior • Marketing

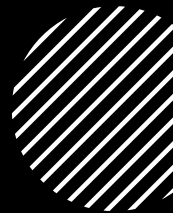
1 Login 2/10, 2:34 PM

Final Third: 6 contributions • 3/26, 3/31, 4/2, 4/16, 4/21, 4/23

Absences: 1 (4/14)



# Reflection Sheet Problems



Reflection Sheets deserved more than rushed grading

Manual grading took 4–5 hours per 100 submissions

Feedback was limited, generic, and often ignored

BEARS reduces grading time to about 90 minutes per 100 submissions

Students now receive customized, more extensive, and highly relevant feedback by email

More students are actually reading and valuing the feedback

# Previous Method of Reflection Sheet

ATTEMPT 2/2 (SUBMITTED 8/29/25, 9:29 AM) 10 / 10 Posted

Instructions Untitled document.pdf

1 / 1 [Navigation icons]

Student Name: \_\_\_\_\_ / \_\_\_\_\_ Date: 08 / 27 / 2025

### Listening and Talking Reflective Sheet

1. Have I always been a listener (talker)? Did I change at some point? Why?

Throughout my life, I feel as though I have gone through many different stages when it comes to being a listener or a talker. I tend to be a talker more often than a listener. I find myself thinking so quickly and having so much to say that I just go ahead and say it, without really thinking about what I'm saying or why.

2. What are the reasons why I think I became a listener (talker)?

There are probably many deeper-rooted reasons as to why I find myself to be a talker. Many of which I myself don't even know. But one that comes to mind is that I find myself thinking so fast and having so much that I want to share with people, and wanting people to benefit from what I have to say and hoping I can help them understand a topic or perspective.

3. How can I develop my talking (listening) skills?

The first thing that comes to mind when I think about developing better listening skills is that I need to take a step back, be more patient, and avoid saying the first thing that pops into my head. Instead, I can sit with my thoughts, take time to reflect, and think through what I want to say. Going into a conversation with a plan could help me be more intentional. Rather than immediately making a statement, I could ask a question—especially to someone who may not usually be a talker—and allow them to share and find their voice.

4. What did I learn about talkers or listeners (opposite of me) that I didn't know before today?

There were many things I learned today from hearing what the listeners had to say about why they tend to listen rather than talk. One thing that really stood out to me was how many people felt they would be judged or made fun of

>

Overall Feedback

[Feedback icons]

Enter your feedback

Cancel Save



# Business Ethics & Reflection System

Thoughtful writing meets insightful analysis



## I'm a Student

Write and submit your reflections

- Distraction-free writing environment
- Helpful guidance and prompts
- Auto-save your progress

[Start Writing](#)



## I'm an Instructor

Review submissions and manage assignments

- AI-assisted submission insights
- Specificity and concept detection
- Create and analyze assignments

[View Dashboard](#)



## I'm a Guest

Participate in invited exercises

- No password required
- Email-only sign in
- Access invited activities

[Guest Access](#)



### Assignments

Active

Week 05: Reflective Exercise: The Unexpected Email

Due: 2/15/2026 at 11:59 PM EST

6 questions

Week 07: Core Values Interview Reflection Sheet

Due: 3/1/2026 at 11:59 PM EST

7 questions

Week 10: Reflective Sheet Your First Dream Job

Due: 3/23/2026 at 3:59 AM EST

5 questions

### Week 01: Listening and Talking Reflective Sheet

Re-analyze All

Export

Edit

Reflect on your communication style and experiences, focusing on specific moments and learnings. Review your thoughts about the exercise completed in class this week.

Hide from others (not visible to students)

Hide from list once past due

All Sections

Submitted

79

Graded

79

In Progress

0

Click to view

Edit with Lovable



**BEARS**

Submission Review

Aaron Michalk

michalka@mail.gvsu.edu

Section: 340.03

## Week 01: Listening and Talking Reflective Sheet

Submitted by Aaron Michalk on 1/18/2026, 10:01 PM EST

### Student Responses

Edit Responses

### AI Analysis

Re-analyze

#### Question 1

**Describe a specific moment from your life that made you realize you were a listener or a talker. What happened, and how did it feel?**

I don't think I ever had one single specific moment I have always just naturally been a talker. If I had to pick one I guess it would be having lots of leadership positions in high school. Having to be a leader requires good talking skills, you need to be personable, understanding, direct, and persuasive. I have always just naturally been able to have conversations and it was never anything I shied away from. It always felt rewarding to be a good talker. People tended to like you more and took you more seriously.

94 words (minimum: 50)

#### Question 2

**Reflect on your childhood and family dynamics. Can you recall any particular incidents or influences (e.g., a family member, teacher, or friend) that shaped you into a listener (talker)? Describe these incidents in detail, including who was involved and what was said. How did these incidents make you feel and why do you think they were impactful?**

I think my friends growing up played the biggest role in making me a talker. I do not think there was ever a specific moment when I decided

#### Suggested Score

7 / 10 points

9 issues found

4 grammar errors detected. Minor deduction.

Rubric vpre-10.0

Analyzed: 1/19/2026, 2:57 PM EST

#### Overall Assessment

Good

Overall this set of reflections is solid and meets the assignment requirements. You show consistent self-awareness about being a talker and identify concrete classroom and workplace situations where you can improve listening.

Specificity: **medium**

##### Strengths

- Shows clear self-awareness about communication style - as they wrote: "I have always just naturally been able to have conversations and it was never anything I shied away from."
- Connects course expectations to personal growth and career relevance - as they wrote: "One part of the syllabus that stood out to me the most was on page 7, where you talk about the importance of developing soft skills for our future careers."
- Honest identification of a recent, actionable problem and desire to improve - as they wrote: "On the phone, I think need to slow down and focus more on tuning out my own thoughts in the momentL."

##### Areas for Improvement

Edit with Lovable



# MGT 346

## Immersive Business: Extended Reality, Artificial Intelligence and the Future of Work.

 Extended Reality     Artificial Intelligence     Future of Work

Explore. Experience. Innovate.  
Lead the future of business.



# From Technology Consumers to Solution Builders

AI-powered citizen development — enabling faculty and students to rapidly build useful tools without traditional software engineering backgrounds.



AI

**AI ASSISTANT**

Describe what you want to build...

Create a dashboard to track student engagement by course and term.

Generating...

**STUDENT ENGAGEMENT DASHBOARD**

Engagement Over Time

Month	Engagement Score
Jan	25%
Feb	75%
Mar	50%
Apr	70%
May	85%
Jun	100%

Engagement Score 118%

86% High

Top Courses

Course	Score
CSE	25
BUS	75
MKT	85
ECO	100
FIN	75

Activity Heatmap

**AUTOMATION WORKFLOW**

New Data

Process with AI

Update Dashboard

Send Summary



**MY SOLUTIONS**

- Marketing Campaign Analyzer
- Supply Chain Tracker
- Budget Variance Tool
- Onboarding Workflow
- Inventory Heat Map
- New App

**DEPLOY & SHARE**

- Share with Team
- Publish App
- Schedule Reports

**IMPACT**

- ✓ Time Saved
- ✓ Better Decisions
- ✓ Engaged Students
- ✓ Stronger Outcomes

**AI-Powered Citizen Development**

Empowering faculty and students to build, automate, and innovate—faster than ever.



AI

# QUESTIONS & ANSWERS



### MY SOLUTIONS

- Marketing Analytics
- Supply Chain Tracker
- Budget Variance Tool
- Onboarding Workflow
- Inventory Heat Map
- + New App

### DEPLOY & SHARE

- Share with Team
- Publish App
- Schedule Reports

### IMPACT

- ✓ Time Saved
- ✓ Better Decisions
- ✓ Engaged Students
- ✓ Stronger Outcomes



Grade 105  
Reflection  
Sheets

