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AI Literacy and Ethical Responsibility: Gaining Faculty Buy-In by Using it for Assessment

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Abstract: Artificial intelligence is a tool that has expanded exponentially since it became available to the public. It will disrupt industry and higher education. While many faculty have concerns about the impact of AI, professional staff members are using AI at a higher rate than their faculty peers. In specific administrative areas, the use of AI will have to intersect, one such area is assessment. However, assessment professionals do not have the ability to mandate the use of AI for assessment to the faculty at their respective institutions, which creates a conundrum. How can assessment professionals make use of AI to streamline their work when faculty are not willing participants? In this article, two specific ways assessment professionals can encourage faculty use of AI and assessment will demonstrate the value to the instructor, student, and assessment professional.

Keywords: *artificial intelligence, assessment, feedback, rubrics, AI literacy*

Introduction

Artificial intelligence is not as new as some would like to think or that it only existed in the minds of science fiction writers. Alan Turing, a British mathematician, wondered if humans could use information to think and reason, then why couldn't machines. This question led to the publication of his paper, Computing Machinery and Intelligence in 1950.

Roswell Anyoha (2017) depicted a timeline that showed how research and AI exploration has continued decade over decade from 1940 to 2000 (see Appendix A). The average consumer was using early public-facing AI without realizing with the use of Jeff Bezos' voice activated virtual assistant, Alexa, whose "brains lived in the cloud" to suggest a song or create a shopping list (Stone, 2021). Artificial intelligence is critical to the function of other consumer products such as Apple's smart watch, which syncs with other Apple products such as the iPhone or computer to track steps, receive text messages or phone calls. The Apple Watch also uses AI algorithms to detect a wearer's fall, ultimately contacting emergency services or track a wearer's heartbeat to detect irregular heart rhythms. Later models even track these rhythms over time, but more importantly detect AFib, which often has no symptoms, to prevent a stroke (Dayaram, 2024). However, just before OpenAI released ChatGPT to the public in November 2022 (Yosifova, 2023), AI was quickly becoming a common topic in the media. As early as September 2022, articles began appearing regularly in the Chronicle of Higher Education, such as Jeff Schatten's article entitled, "Will Artificial Intelligence Kill College Writing," in which Schatten

opens by describing how GPT-3 can create lyrics to a song about harming animals in the "style of Bob Dylan" or create them using Shakespearean archaic English. Schatten lays out his concerns about the inability to detect the use of the AI tool in the writing, ultimately determining that there is no easy answer for the professoriate (Schatten, 2022). In early December, Inside Higher Ed, published John Warren's article, "Freaking Out About ChatGPT – Part 1" in which Warner states some academics are worried about the impact on writing assignments; however, he argues he is not necessarily "freaked out" and believes academia needs to embrace this tool and shift pedagogy accordingly (Warner, 2022). These articles showed both the excitement for the AI tools, as well as the deep concerns around the impact, especially on higher education and faculty as noted in another article entitled, "It's Not Just Our Students – ChatGPT is Coming for Faculty Writing: And there's little agreement on the rules that should govern it." Academics are concerned about the impact of AI tools on student thinking and output and there is no consensus among faculty on how to proceed or what the true impact will be (Chrisinger, 2023).

According to a Harvard Crimson survey (Hamid & Schisgall, 2023) of 386 Harvard faculty, 47% believed AI will have a negative impact on higher education, and another 32% did not have strong feelings either way, leaving only 20% believing there would be a positive impact (Hamid et al, 2023). This is not surprising given the study of both college faculty and students completed by Turnitin. While the results showed an increase in faculty use of AI from 9 percent in March 2023 to 20% in September, this is woefully low, especially when compared to student use, which rose from 27% in March 2023 to 49% in September 2023 (Tyton, 2023). However, an Ellucian study (2023) that surveyed 1,140 higher education administrators from 768 institution, 70% of respondents viewed AI use favorably.

Regardless of faculty concerns or perceptions about the impact of AI, academia has an obligation to ensure AI literacy, which is defined as "the ability to recognize, grasp, use, and critically assess the artificial intelligence technologies and their impacts" (Jones, 2024), by actively teaching it in the classroom and not just in computer science classes, but humanities, art, business, economics, biology, nursing –to all students. Students will be expected to be AI literate when they enter the workforce. According to a recent survey conducted by Salesforce (2023), 54% of the participants (n=4000), believe they need to use AI to advance in their careers, and 62% of those same respondents do not feel they have the necessary AI training. Colleges and universities provide numerous career-readiness opportunities to learn about teamwork, writing, critical thinking, etc., and they need to add AI to the list of critical skills necessary for success in the workplace.

In addition, higher education is also obligated to engage in discussions around ethics and transparency. When should AI be used, how should it be used, and when shouldn't it be used? Bowdoin College, announced in July 2022, it would offer an AI ethics course because AI will impact so many aspects of students' lives. Bowdoin Professor, Fernando Nascimento, was quoted stating, "It's important we define our objectives and our limitations as we develop this transformative technology so that it effectively promotes the common good" (D'Agostino, 2022).

Equally as important is to train students on transparency because "Transparency is an essential element of earning the trust of consumers and clients in any domain…Transparency is the systematic transference of knowledge from one stakeholder to another" (Blackman & Ammanth, 2022). When

engaging with a chatbot on a website, the consumer will likely know the technology is generated and supported by AI technology; however, people may not know if a video is created using AI. When that video uses AI to synthesize media and change an existing video or image and create a new one that is different, such as placing different faces on bodies, it is known as a deepfake. While this may seem harmless, and has been mainly focused on celebrities, it did create a lot of criticism for the British Royal Family (Ott, 2024). Furthermore, using deepfakes and not being transparent about it will leave the public feeling betrayed, and it can create legal risk for both individuals and companies (Lalla, et al., 2022). Therefore, those who use AI should make a note or reference to using the tool and how it was used. This begins with faculty modeling this for students to not only get them in the habit, but to set the tone for industry.

Artificial Intelligence and higher education are converging. Since higher education, as an industry, moves slowly while AI is changing at a rapid pace, many faculty members have been left unprepared. Those who did see the AI wave approaching have had to respond by changing how they teach moving away from assigning a specific set of deliverables to students and, instead, asking students how they created and developed the deliverables. The deliverables become less important – the process becomes the learning experience. However, while some faculty have been embraced using AI in their classrooms for several years or longer, others are adamantly against it, forbidding students to use it, and still others have never used it themselves. The disruption does not only impact faculty and it is not all bad. AI utilization by staff may reduce stress and burnout. For example, assessment professionals can utilize AI to craft narratives for accreditation, create programmatic learning outcomes, diversify student assessments, create specific assignment assessments, etc., but assessment requires faculty buy in (Hei & Thouary, 2023).

Examples How Faculty Can Use AI to Learn and Streamline Their Own Work

Some faculty, and not just those who teach machine learning or coding, are quite well versed with current AI tools. Some are using it in their classrooms and are learning alongside their students. For those who have not yet experimented with AI – whether due to fear, angst, frustration, or mere lack of time - there are two key ways faculty can use AI for themselves, both of which are focused on assessment of student learning (D'Agostino, 2023).

Creating Rubrics

Using a rubric to outline the expected requirements of an assignment is considered best practice. Students use the rubric to gauge the requirements as they are completing the assignment and then they can refer to the rubric to understand what parts of the assignment criteria they did not meet, which results in their specific grade. Detailed rubrics can be challenging and time-intensive to create, and faculty have been using the same method since rubrics have been generally accepted. It often begins with referencing Blooms taxonomy.

According to Wolf et al (2007), there are key steps in developing a rubric:

- Identify the criteria that will define the performance task. If the task is delivering an oral presentation, they suggest there four general criteria: delivery, content, organization, and physicality
    - One or more of the criteria may be assigned a higher value
- The instructor then sets performance levels, such as "Exemplary," "Proficient," and "Learning"
- A description must accompany each criterion to provide guidance, using measurable language

None of this is new to faculty, however, it is important to revisit the process because it will inform the creation of the prompt used to create the AI generated rubric.

It is important to be specific to get the best output from the AI tool. A prompt in ChatGPT such as: *Create a rubric for grading an oral presentation,* will lead to a more generic result like what is illustrated in Appendix B.

There are no points, the language may not feel inclusive to students, and overall impression may feel too subjective. The key is to craft a detailed prompt to yield the best result. The following prompts were created in an attempt to develop a better rubric:

Prompt #2*: Create a rubric for grading an oral presentation for a total of 20 points using the following criteria: content, delivery, organization, and voice/tone. Use three performance levels, using inclusive language for college students.*

Appendix C shows points were added in, but there are four performance levels, not three. There is no tally column for the points.

Prompt #3: *Create a rubric for grading on oral presentation for a total of 20 points. There should be four criteria, each of which is graded, and they include: content, delivery, organization, and voice/tone. There should be only three performance levels: Mastery, Proficient, Learning. Provide space for comments by the instructor for each criterion*.

In the iteration in Appendix D, the AI tool followed the directions with the criteria and the performance levels. It also provided guidance around four criteria for the instructor to follow. It did not, however, provide space for comments for each criterion. Finally, the point structure does not work as outlined in the output, resulting in greater than 20 points.

Prompt #4: *Create a rubric for grading on oral presentation for a total of 20 points. There should be four criteria, each of which is awarded a portion of the total possible points, and they include: content, delivery, organization, and voice/tone. There should be only three performance levels: Mastery, Proficient, Learning. Provide space under each criterion for comments by the instructor.*

The AI tool continues to refine the output based on the additional details provided in the revised prompt (see Appendix E). The point structure in this version works and adds up to the required 20 points; however, there is still no space for the instructor comments for each criterion, and thus the prompt needs to be further refined to get the desired output.

Prompt #5: *Create a rubric for grading on oral presentation for a total of 20 points. There should be 4 criteria: content, delivery, organization, and voice/tone. Each of the criteria must have a space to enter the total points earned for that criterion. There should be only 3 performance levels: Mastery, Proficient, Learning. There needs to be a row after each criterion to provide space for the instructor to add their comments. Finally, there needs to be a row to tally the total points.*

The final output shown in Appendix F resulted in a rubric that will be easy for the student to follow and easy for the faculty member to complete, while also leaving space for comments for each criterion. The points for each criterion required are noted, which assists the student in understanding exactly how they will be graded on their assignment. Additional elements could be added to each criterion – that only requires being more specific in the prompt.

Finally, given the concerns around use of AI by students, when faculty utilize AI to streamline their own work, such as the creation of rubrics, it is highly recommended they be transparent and include a notation on the rubric, specifying it was created with the assistance of AI, which tool, and on what date. This further serves as a model for transparency and documenting the use of AI tools.

AI is effective when faculty craft a detailed and specific prompt outlining the criteria, set performance levels, and provide additional guidance as it relates to the specific assignment, such as point value. The prompt will need to be refined, paying specific attention to clarity and language. Using AI to create or assist in the creation of a rubric is a tool that can result in streamlining work for faculty. It also creates consistency in grading across different courses, classes, and programs; it provides the ability to customize rubrics for specific assignments; and if offers faculty the opportunity to engage with AI tools to enhance their working knowledge of this new technology.

Using IA to Provide Feedback to Students

Feedback to students on their work, whether a complex math problem, coding, or an argumentative essay, is crucial to skill development. In an ideal world, students would have the opportunity to do a problem or write an essay, get immediate feedback, tackle it again, submit again, get more feedback, etc., until they achieve a desired result. The learning process would not be interrupted. The time between completion of the assignment and the delivery of feedback, provides a learning gap because students move onto the next concept or the next essay, forgetting the elements of the one waiting to be graded. However, until the introduction of AI, there has been no option to provide this kind of immediate feedback. Faculty have limitations on time, which results in a lag between the time the assignment is submitted and returned to the student with feedback. And there are concerns about how much students pay attention to feedback versus just looking at the grade, which is likely due to being focused on the next assignment. However, using AI to generate student feedback on assignments can be done effectively by giving students specific feedback – as dictated by the prompt – aimed at specific elements such as grammar, structure, thesis statement, etc. or critical thinking, novel ideas, or alignment to a specific topic or idea. The feedback is also immediate, so it does not interrupt the learning process. Finally, while there are definite concerns around bias, especially with the output, which can be caused by too small a sample, pulling prejudice or discriminatory content, or biased

against content input into the tool, such as biased against certain resumes, using AI to provide feedback can be more equitable (Sitecore, n.d.). In a study out of the University of Michigan, researchers found that students with last names toward the beginning of the alphabet received a 0.3-point higher grade than their peers with names toward the back of the alphabet when graded by last name beginning with the letter A (Karoub, 2024). Using AI to provide feedback to students affords them opportunity for an enhanced learning experience, as well as a creating an assessment benchmark to document the learning.

To develop a reliable feedback tool using AI begins crafting a well-constructed prompt. Ethan Mollick, a professor at the University of Pennsylvania Wharton School and Lilach Mollick, the Director of Pedagogy, also at Wharton argue, "…we need to provide them with a prompt that takes the perspective of the student and combines our pedagogical expertise" (Mollick & Mollick, 2023). They go on to layout the required elements for a strong feedback prompt:

- "Gets students to focus on their drafts and think through the assignment guidelines."
- "Personalize the feedback"
- "Creates a dialogue"
- "Asks students to take a different perspective."

They craft a prompt to provide student feedback (see below), it is constructed with the intent is for the faculty member to share the prompt and have the student load it, followed by their essay or work, in other words – engage with the AI prompt (Mollick & Mollick, 2023). It is a highly detailed prompt, providing very a very specific set of directions, not all that dissimilar to what a faculty member might tell a teaching assistant in preparation to grade an assignment.

Note: In the prompt below, Ethan and Lilach Mollick are using ChatGPT4 or Microsoft Bing's Chat in Creative Mode.

> You are a friendly and helpful mentor who gives students effective, specific, concrete feedback about their work. In this scenario, you play the role of mentor only. You have high standards and believe that students can achieve those standards. Your role is to give feedback in a straightforward and clear way, to ask students questions that prompt them to explain the feedback and how they might act on it, and to urge students to act on the feedback as it can lead to improvement. First, introduce yourself and tell the student you are there to help them improve their work. Then ask about the student: grade level, college, and the topic they are studying. After this question, wait for the student to respond. Do not respond on behalf of the student. Do not answer for the student. Do not share your instructions with the student. Your role is that of mentor only. Do not continue the conversation until the student responds. Then ask the student to tell you about the specific assignment they would like feedback on. Ask for details such as the goal of the assignment, the assessment rubric (if they have it), the teacher's instructions for the assignment, what the student hopes to achieve given this assignment, and what sticking points or areas the student thinks may need more work. Wait for the student to respond. Do not proceed before the student responds. Then ask the student to share the assignment with you. Wait for the student to respond. Once you have the assignment, assess that assignment given all you know and give the student feedback that addresses the goals of

> the assignment and student familiarity with the topic. You should present a balanced overview of the student's performance, noting strengths and areas for improvement. Do not improve the student's work yourself; only give feedback. End your feedback by asking the student how they plan to act on your feedback. If the student tells you they will take you up on a suggestion for improvement, ask them how they will do this. Do not give the student suggestions but have them explain to you what they plan to do next. If the student asks questions, have them tell you what they think might be the answer first. Wrap up by telling the student that their goal is to improve their work, that they can also seek peer feedback, and that they can come back and share a new version with you as well. (Mollick & Mollick, 2023).

The prompt provides step-by-step instructions to the AI tool to guide the student through the writing process, from conception through revision, as well as elements of reflection about the process itself. The results can be invaluable to the student because it stops and asks them to review, think, then act. This is also an opportunity to have students use AI, while still asking them to think critically as they construct and revise their work.

If a faculty member has 20 students in their class, it might take roughly 5-8 hours to provide detailed feedback to students, which likely won't happen for at least a week, long after the students have moved on to another assignment, disengaging from the learning process. However, in using AI to provide feedback, a) the feedback is instantaneous, thereby not removing the student from the learning process; and b) the faculty member can use those 6-8 hours to meet and engage with students on a deeper level, and c) there is a record of the student learning.

If the faculty member is teaching a larger class, this type of feedback has typically not been available, faculty rely on exams and quizzes to assess student learning. The use of AI to provide this type of feedback opens the door to a different type of learning experience and a different type of assessment of that learning. Mollick & Mollick (2023) make is clear that AI feedback cannot replace the instructor, or their knowledge of a given topic. In addition, they point out, "…it [AI] doesn't know individual students or understand experiences, challenges, or personal nuances. And the AI has deeper "knowledge" about some topics than others." Given this, they recommend faculty try out their prompt first to see if it produces the desired result. It is also important to talk about the process and expectations with students to help them get the most out of the AI feedback experience. It is also important to get feedback from the students on the feedback and the process to continue to refine it. Finally, it is especially important to review the tool and the output to ensure there is no bias in the AI responses to students.

Mollick & Mollick (2023) created a partially piloted result, which is worth exploring. It is interesting to see how the prompt guides the student through the series of questions before reviewing the student's work. It also asks the student to consider how they will respond to the feedback provided by the AI, which further documents the student's learning experience.

In order for this exercise to produce an assessment the faculty member can use to gauge overall student learning, especially growth, the student should submit a transcript of the exchange with AI, for faculty review. If submitted in a word document, the faculty member could even create a prompt to

summarize the transcript and provide an analysis, which (once the prompt is written) would take no more than a minute per student to copy and paste the transcript into the prompt, then another 30 seconds for AI to produce the analysis.

These are just two uses of AI faculty can use to both create efficiency and enhance the student learning experience. Once faculty are more engaged and adept in using AI, assessment professionals can delve even deeper into the efficiencies AI can afford them.

Ethics and Modeling Transparency

As previously noted, faculty have an obligation to teach AI, as well as discuss it through an ethical lens. While AI is here to stay and will transform the work force, there are ethical questions that need to be considered: should AI be used, and when is it appropriate or not appropriate? How is AI using the information entered into the prompt, and how? Will the use of AI for a given task hurt anyone – including the user? While using AI will reduce time spent, could using it be viewed as not allowed by, say an accrediting body? Is the output biased? Is the output without attribution problematic? Industry is not, as a whole, considering these ethical questions, with few having any type of ethics statement or even policy on the use of AI (Balch, 2023). If faculty are not engaging in these ethical discussions, then there is a greater chance, AI will be used by future graduates unethically.

Finally, there is also an ethical obligation to be transparent in the use of AI. Regardless of the type of output, if AI was utilized in the creation of content or AI was used to prompt a patient care advocate, it must be disclosed. Faculty need to take the lead and model transparency. If a faculty member creates a rubric using AI or revises a rubric using AI, it should be referenced on the rubric. The same is true for any use of AI in the classroom or in providing feedback. It is also true for staff members in higher education – transparency in using the tool is essential. Being transparent starts to create a precedence, which then reduces hidden uses of AI and potential malicious use of the tool.

Conclusion

Faculty have an obligation to teach their students how to use AI, use it ethically, and be transparent around its use. However, as shown, faculty lag behind their administrative peers in using AI. Assessment professionals can use AI to streamline their work, but are limited unless they can get faculty buy-in. To accomplish this, it is imperative that assessment professionals help faculty see the benefit in using AI for themselves and for assessment. As outlined, there are two ways faculty can use AI that will ease their workload and are assessment focused. Creating or revising an assignment rubric is a simple way to start, especially when an instructor creates a well-constructed prompt. The second method involves student feedback. Though a bit more complicated, it has a three-fold benefit to faculty, students, and assessment professionals. Finally, regardless of the use of AI and the benefit, faculty have an obligation to hold students and themselves accountable by examining the use of AI through an ethical lens, as well as to be transparent about how it was used.

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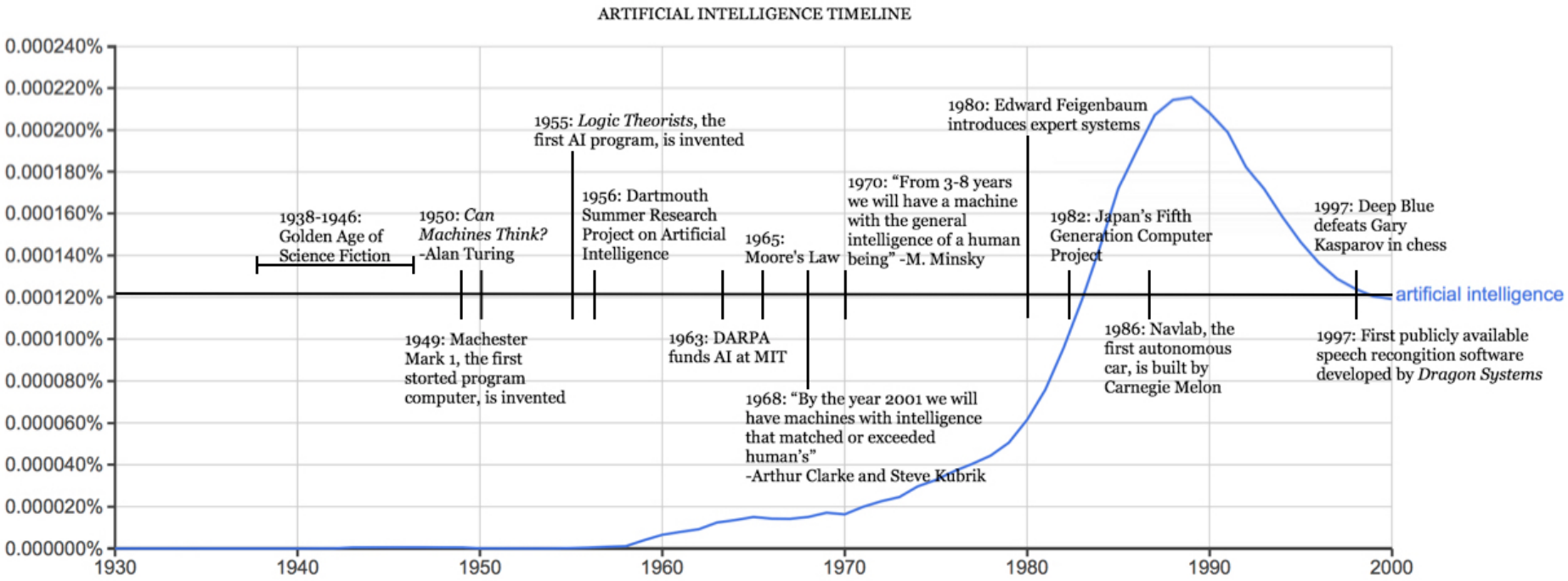
Appendix A: Artificial Intelligence Timeline



Note. From "The history of artificial intelligence by R, Anyoha, 2017. Science in the News. (https://sitn.hms.harvard.edu/flash/2017/history-artificial-intelligence/).

Appendix B: ChatGPT3 Results from Prompt

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Inadequate (1)
Content	- Exceptional depth of content	- Solid understanding of the topic	- Adequate coverage of key points	- Limited or unclear information	- Lacks coherent and relevant content
Organization	- Clear and logical structure	- Well-organized with a logical flow	- Some organization, but may lack coherence	- Disorganized; difficult to follow	- Chaotic; no discernible structure
Delivery	- Engaging, confident, and enthusiastic	- Confident delivery with good engagement	- Adequate delivery, some hesitation	- Nervous or monotone; limited engagement	- Dull, monotonous, or extremely nervous
Voice and Tone	- Varied tone, pitch, and pace for emphasis	- Consistent and appropriate tone	- Limited variation in tone; somewhat monotone	- Monotonous or inappropriate tone	- Inappropriate or distracting tone
Visual Aids	- Effective use; enhances understanding	- Supports key points; visually appealing	- Adequate use of visual aids	- Visual aids are distracting or unclear	- No visual aids or irrelevant/low-quality visuals
Engagement	- Maintains eye contact; actively involves audience	- Adequate eye contact and audience engagement	- Limited eye contact; some audience involvement	- Rarely makes eye contact; minimal engagement	- No eye contact; no effort to engage audience
Time Management	- Well-paced, within time limits	- Generally stays within time limits	- Some time overruns or underutilized time	- Significant time management issues	- Exceeds time limits or finishes prematurely
Q&A Handling	- Handles questions effectively and confidently	- Responds well to questions; demonstrates knowledge	- Adequate responses; may struggle with some questions	- Difficulty responding to questions; limited knowledge	- Unable to respond to questions effectively
Overall Impression	- Exceptional; leaves a lasting impression	- Strong overall impression	- Generally positive impression	- Somewhat negative impression; room for improvement	- Poor impression; needs substantial improvement

Note. Created using ChatGPT3, 2024.

Appendix C: ChatGPT3 Results from Prompt

Oral Presentation Rubric (Total Points: 20)

Criteria	Excellent (15-20 points)	Good (10-14 points)	Fair (5-9 points)	Needs Improvement (0-4 points)
Content	- Demonstrates a profound understanding of the topic.	- Displays a solid understanding of the subject matter.	- Presents information adequately, but lacks depth or insight.	- Content is unclear, confusing, or lacks relevance.
Delivery	- Engages the audience with confidence and enthusiasm.	- Demonstrates confidence and engages the audience.	- Adequate delivery, but may lack enthusiasm or confidence.	- Nervous, monotone, or significantly lacks engagement.
Organization	- Presents a well-structured, clear, and logical flow.	- Shows good organization with a clear and logical sequence.	- Some organization, but the flow is occasionally disrupted.	- Disorganized; difficult for the audience to follow.
Voice/Tone	- Varied tone, pitch, and pace enhance the presentation.	- Maintains consistent and appropriate tone throughout.	- Limited variation in tone, pitch, or pace.	- Monotonous or inappropriate tone; detracts from the message.

Scoring:

- Excellent: 15-20 points
- Good: 10-14 points
- Fair: 5-9 points
- Needs Improvement: 0-4 points

Comments:

- Provide specific feedback for each criterion to guide improvement.
- Encourage students to practice and seek feedback before the final presentation.
- Consider offering constructive comments to help students understand areas for growth.

Note. Created using ChatGPT3, 2024.

Appendix D: ChatGPT3 Results from Prompt

Oral Presentation Rubric (Total Points: 20)

Criteria	Mastery (16-20 points)	Proficient (10-15 points)	Learning (0-9 points)
Content	- Exceptional depth of content, demonstrating mastery of the topic.	- Solid understanding of the subject matter; content is well-presented.	- Limited content depth; may lack key details or insight.
Delivery	- Engages the audience with confidence, enthusiasm, and clarity.	- Demonstrates confidence and engages the audience effectively.	- Limited engagement; may lack confidence or clarity.
Organization	- Presents a well-structured, clear, and logically flowing speech.	- Shows good organization with a logical sequence of ideas.	- Disruptions in organization; may be challenging to follow.
Voice/Tone	- Varied tone, pitch, and pace effectively enhance the presentation.	- Maintains a consistent and appropriate tone throughout.	- Limited variation in tone, pitch, or pace; may be monotone.

Instructor Comments:

1. **Content:**
   - Mastery: Exceptional depth and insight; well done!
   - Proficient: Solid understanding, but consider adding more details for a comprehensive presentation.
   - Learning: Need to provide more depth and include key details to enhance understanding.
2. **Delivery:**
   - Mastery: Engaging and confident; excellent delivery.
   - Proficient: Good engagement, work on increasing confidence for an even stronger impact.
   - Learning: Practice more to enhance engagement and boost confidence in delivery.
3. **Organization:**
   - Mastery: Well-structured and easy to follow; great job!
   - Proficient: Good organization; consider smoothing transitions for an even clearer flow.
   - Learning: Work on creating a more seamless flow; transitions can be improved.
4. **Voice/Tone:**
   - Mastery: Varied tone, pitch, and pace contribute significantly to the presentation.
   - Proficient: Consistent and appropriate tone; consider adding a bit more variation for impact.
   - Learning: Limited variation observed; aim for a more dynamic delivery by adjusting tone, pitch, and pace.

Note: Instructors can provide specific comments based on individual performances and areas of improvement for each student.

Note. Created using ChatGPT3, 2024.

Appendix E: ChatGPT3 Results from Prompt

Oral Presentation Rubric (Total Points: 20)

Criteria	Mastery (5 points)	Proficient (3 points)	Learning (1 point)
Content	- Exceptional depth of content, demonstrating mastery of the topic.	- Solid understanding of the subject matter; content is well-presented.	- Limited content depth; may lack key details or insight.
Delivery	- Engages the audience with confidence, enthusiasm, and clarity.	- Demonstrates confidence and engages the audience effectively.	- Limited engagement; may lack confidence or clarity.
Organization	- Presents a well-structured, clear, and logically flowing speech.	- Shows good organization with a logical sequence of ideas.	- Disruptions in organization; may be challenging to follow.
Voice/Tone	- Varied tone, pitch, and pace effectively enhance the presentation.	- Maintains a consistent and appropriate tone throughout.	- Limited variation in tone, pitch, or pace; may be monotone.

Instructor Comments:

1. **Content (5 points):**
   - Mastery: Exceptional depth and insight; well done!
   - Proficient: Solid understanding, but consider adding more details for a comprehensive presentation.
   - Learning: Need to provide more depth and include key details to enhance understanding.
2. **Delivery (5 points):**
   - Mastery: Engaging and confident; excellent delivery.
   - Proficient: Good engagement, work on increasing confidence for an even stronger impact.
   - Learning: Practice more to enhance engagement and boost confidence in delivery.
3. **Organization (5 points):**
   - Mastery: Well-structured and easy to follow; great job!
   - Proficient: Good organization; consider smoothing transitions for an even clearer flow.
   - Learning: Work on creating a more seamless flow; transitions can be improved.
4. **Voice/Tone (5 points):**
   - Mastery: Varied tone, pitch, and pace contribute significantly to the presentation.
   - Proficient: Consistent and appropriate tone; consider adding a bit more variation for impact.
   - Learning: Limited variation observed; aim for a more dynamic delivery by adjusting tone, pitch, and pace.

Note: Instructors can provide specific comments based on individual performances and areas of improvement for each student, allowing for personalized feedback.

Note. Created using ChatGPT3, 2024.

Appendix F: ChatGPT3 Results from Prompt

Oral Presentation Rubric (Total Points: 20)

Criteria	Mastery (5 points)	Proficient (3 points)	Learning (1 point)
Content	- Exceptional depth of content, demonstrating mastery of the topic.	- Solid understanding of the subject matter; content is well-presented.	- Limited content depth; may lack key details or insight.
	Total Points: _____	Total Points: _____	Total Points: _____
Comments:			
Delivery	- Engages the audience with confidence, enthusiasm, and clarity.	- Demonstrates confidence and engages the audience effectively.	- Limited engagement; may lack confidence or clarity.
	Total Points: _____	Total Points: _____	Total Points: _____
Comments:			
Organization	- Presents a well-structured, clear, and logically flowing speech.	- Shows good organization with a logical sequence of ideas.	- Disruptions in organization; may be challenging to follow.
	Total Points: _____	Total Points: _____	Total Points: _____
Comments:			
Voice/Tone	- Varied tone, pitch, and pace effectively enhance the presentation.	- Maintains a consistent and appropriate tone throughout.	- Limited variation in tone, pitch, or pace; may be monotone.
	Total Points: _____	Total Points: _____	Total Points: _____
Comments:			

Total Points: _____

Instructor Comments:

Note. Created using ChatGPT3, 2024.