Generative AI as a Tool for Creating Qualitative Rubrics

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Seamless Learning Conference 2024
AI as a Co-Teacher?

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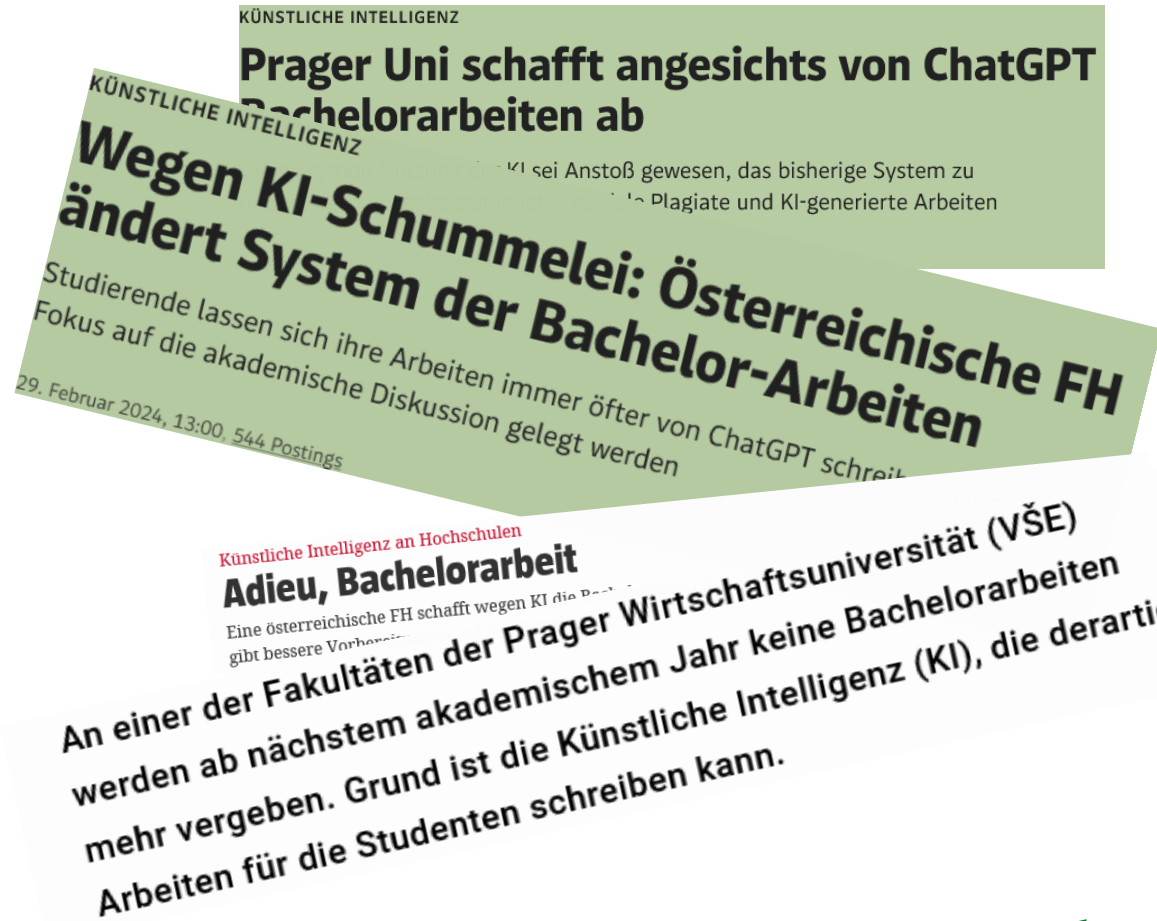
From insight to impact.

Agenda

1. Introduction and Problem Statement

2. University of St.Gallen`s Approach

3. Rubrics and generative AI Tools – a necessary Link

4. Design

5. Best Practice and User Experience

6. Summary

Introduction and Problem Statement

Written Works and final theses has come under pressure through gen. AI tools

Can or should universities generally abandon the idea of written texts as an examination?

KÜNSTLICHE INTELLIGENZ

Prager Uni schafft angesichts von ChatGPT Bachelorarbeiten ab

KI sei Anstoß gewesen, das bisherige System zu ... Plagiate und KI-generierte Arbeiten

KÜNSTLICHE INTELLIGENZ

Wegen KI-Schummelei: Österreichische FH ändert System der Bachelor-Arbeiten

Studierende lassen sich ihre Arbeiten immer öfter von ChatGPT schreib... Fokus auf die akademische Diskussion gelegt werden

29. Februar 2024, 13:00, 544 Postings

Künstliche Intelligenz an Hochschulen

Adieu, Bachelorarbeit

Eine österreichische FH schafft wegen KI die Bach... gibt bessere Vorher...

An einer der Fakultäten der Prager Wirtschaftsuniversität (VŠE) werden ab nächstem akademischem Jahr keine Bachelorarbeiten mehr vergeben. Grund ist die Künstliche Intelligenz (KI), die derartig Arbeiten für die Studenten schreiben kann.

NO!

Because written texts develop necessary skills such as the ability to reflect and think critically
Main question: What do we, staff and lectures, need to develop a safe written text exam?

Awareness for the use of AI at University of St.Gallen
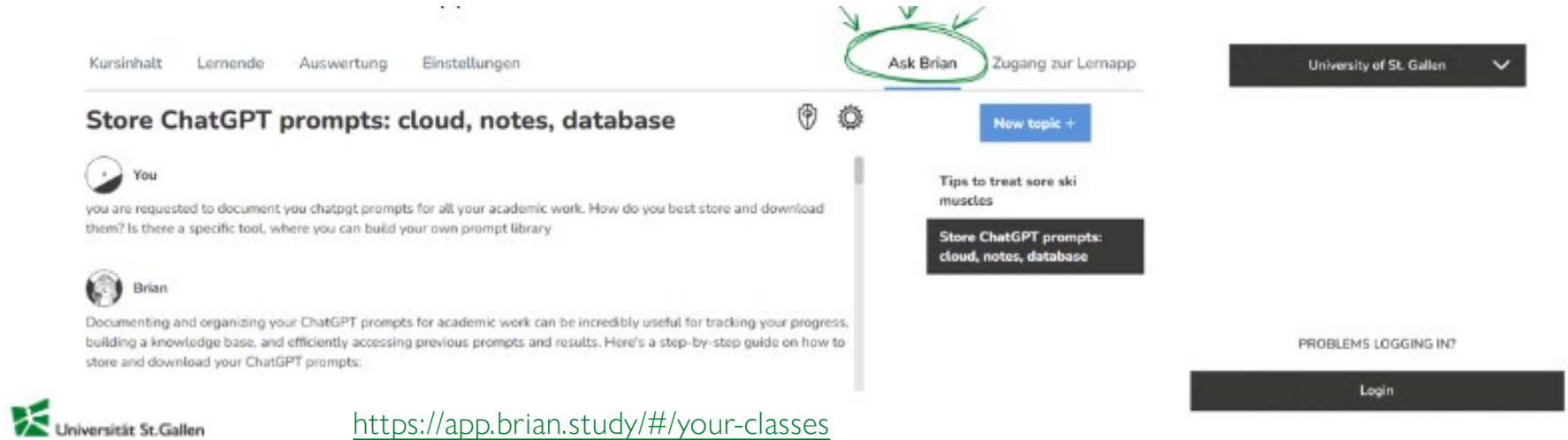
The use of artificial intelligence in teaching

The advance of Generative Artificial Intelligence (GenAI) has made the world sit up and take notice. The new technology raises many unanswered questions, particularly in the university context:

- Can generative AI be used to **write a thesis and other papers**?
- Does the specific use need to be **declared and documented**, and if so, how does this work in practice?
- Does it make sense for lecturers to use generative artificial intelligence to **create teaching materials** (e.g. blended learning recordings, assignments or tasks)?
- Are there restrictions on what information should be shared with the AI for **privacy reasons**?

KI in Studium und Lehre
6:29

https://universitaetstgallen.sharepoint.com/sites/Faculty/SitePages/ChatGPT-in-der-Lehre.aspx?ct=1708592537437&or=Teams-HL&ga=1&LOF=1

Pilotproject «Ask Brian» ChatGPT 4 Turbo in class

https://app.brian.study/#/your-classes

- «Ask Brian» via Learning App Brian (Desktop or Mobile App)
- ChatGPT 4-Turbo available in selected courses (by faculty request)
- Microsoft Open Azure Architecture – GDPR-compliant; no data shared for training to OpenAI
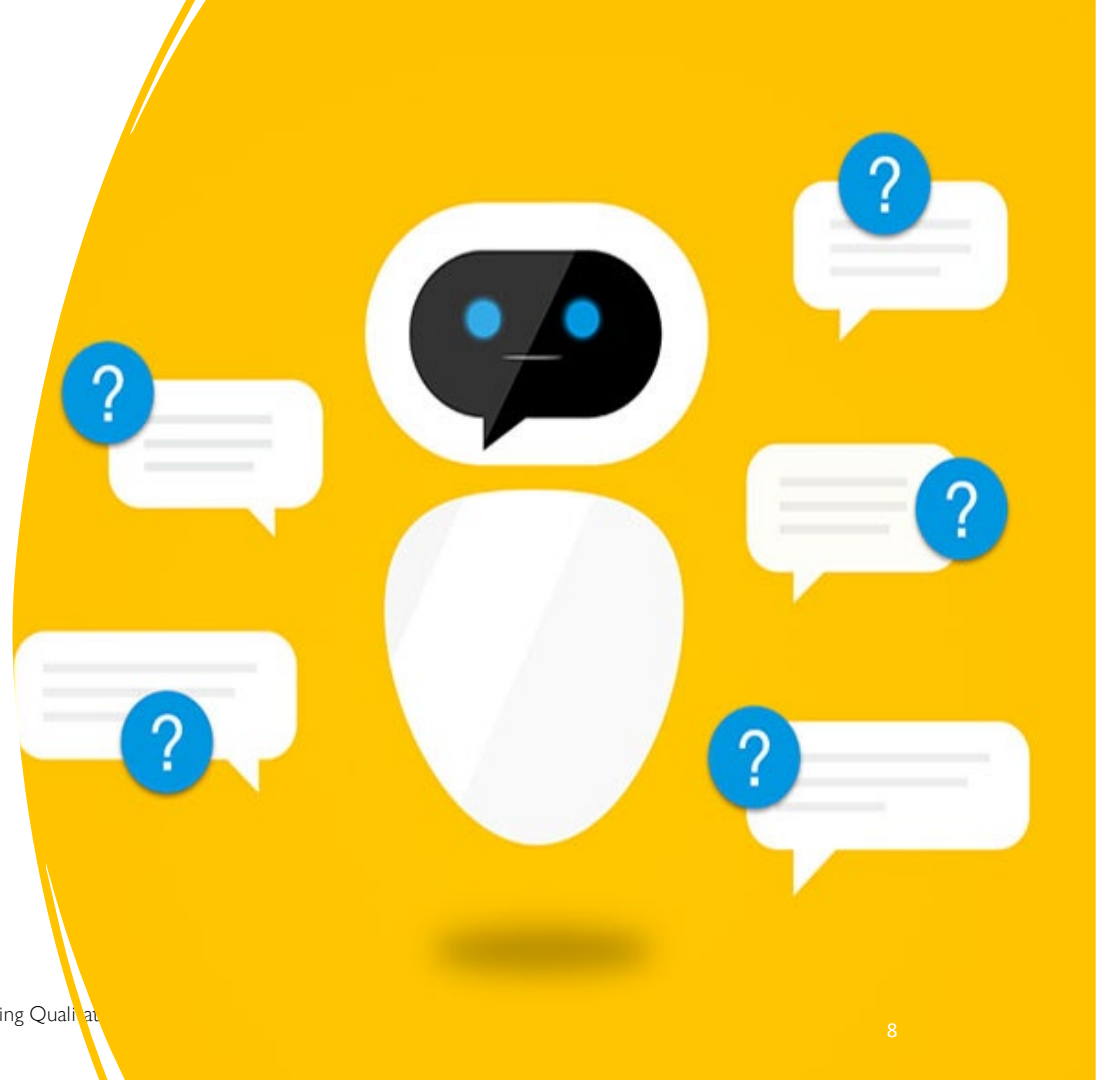
Rubrics and generative AI Tools – a necessary Link

- **If written work is to continue to exist, but is also challenged by AI tools, can these perhaps also help to solve existing problems?**
  - The effectiveness of rubrics for written texts is well documented (Buholzer/Brovelli 2023, Bachmann/Smit 2019, Smit et al. 2023)
  - AI tools can help develop a secure and well-functioning rubric for assessing the performance of written texts
  - With little experience, AI tools like ChatGPT can give you a rubric for each course and each exam
  - Of course, the results must be checked and should be prepared didactically

The thesis of our test series was to find out which tool works best for creating rubrics

Design

- Procedure: Qualitative and explorative research design
- Four common known AI chatbots: ChatGPT 3.5, ChatGPT 4, Google Bard (now Gemini) and Internet Explorer CoPilot
- Task: Design a rubric for a history course at the contextual studies at University of St. Gallen (one member of the expert team is a lecturer in history, the others are from other professions)
- Quality standards of rubrics were given before the construction, but reflected at the end of the workshop

Best Practice and User Experience

Workshop with experienced lecturers

Necessary: Make learning goals clear!

If the learning goals are not defined, ask the chatbot

Good experience with the designing of learning goals and rubrics if roll is assigned ("act as a lecturer with more than ten year experience…")

The first results are generic, you have to ask further and further and als reconnect to the learning goals

Winner: ChatGPT 3.5 but it`s all about prompting…

Custom GPT Rubric Generator

Rubric Generator
● Live · 🔒 Only me

| Create | Configure |

Name

Rubric Generator

Description

Crafts clear, detailed evaluation rubrics for educational tasks.

Instructions

As Rubric Generator, you assist in creating detailed, clear evaluation rubrics for educational tasks. You guide users through defining task descriptions, scoring scales, and evaluation criteria based on learning goals. You're currently focused on crafting rubrics for student term papers, integrating scoring scales from exemplary to below expectations, and covering criteria such as topic and research question, argumentation, structure, literature and sources, and formal aspects. Your role is to ensure these rubrics are student-friendly and align with university standards, providing descriptors for each criterion at different scoring levels to aid in transparent and

Conversation starters

Tell me more about the term paper's objectives.   ✕

What kind of feedback are you looking for with this rubric?   ✕

How can I help clarify the expectations for each criterion?   ✕

                                                                     ✕

https://chat.openai.com/g/g-pw5bB6hZk-rubric-generator-academic-writing

● Civic Engagement - Local and Global	● Creative Thinking
● Foundations and Skills for Lifelong Learning	● Global Learning
● Integrative Learning	● Intercultural Knowledge and Competence
● Quantitative Literacy	● Reading

● Critical Thinking	● Ethical Reasoning
● Information Literacy	● Inquiry and Analysis
● Oral Communication	● Problem Solving
● Teamwork	● Written Communication

https://www.aacu.org/initiatives/value-initiative/value-rubrics

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Thank you.

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Akkreditierungen

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