



Generative AI Based Activities

Assessment Activity: Essay with GenAI

Description

This activity seeks to improve on a traditional essay as an assessment of learning by adjusting to a more authentic activity and leveraging the use of GenAI. As a result, this activity will build practical use of GenAI that mirrors industry practice. The activity authentically assesses a student's knowledge of, and ability to, apply their competency with course content and has a side effect of severely limiting the possibility for an Academic Integrity breach.

Application

- This can be used as a summative assessment in any discipline appropriately assessed with a final paper.

Level

- This activity is well suited to summative assessments for course learning outcomes (CLOs) that introduce, develop or advance content.

Objectives

This will assess

- Understanding of course content.
- Assessing and analyzing content.
- Curating appropriate information into a cohesive message.
- Editing human and AI Generated information into a final professional or academic ready product.
- Proficiency with using GenAI including prompt development and refinement.
- Insight into the strengths and weaknesses of GenAI.
- To support accessibility, this activity will be presented in several more manageable steps.

Assessment Activity: Essay with GenAI

Activity

Part One of Four

Write a 500-word explanation of a theory covered in the course

- Select a theory covered in class or in the course materials.
- Write 500 words (all submissions for this activity will be double spaced, 12-point Calibri font, single-sided).
- Be sure to discuss:
 - Origins of the theory
 - Typical applications of the theory
 - Provide your assessment of 3 key strengths and weaknesses of the theory

This part of the activity is intended to represent the baseline of your own perspective. You may use spell-check and the grammar feature in your word processing software. Please do not use Grammarly or GenAI for this part of the activity. If you are unsure if a feature or service is allowed, please email me at <instructor's email>@kpu.ca or see me in my office hours (room – Day-hours) before the due date (for example, if the due date is Oct 15th, I will need to receive the email by Oct 14th).

Part Two of Four

Integrate with GenAI

- Write Prompts asking GenAI to address:
 - The theory
 - Origins or the theory
 - Typical applications of the theory
 - Three key strengths and weaknesses of the theory

Be sure to reframe your initial prompts at least 4 times (5 sets of prompts total) until you receive the response you feel is best for the purpose of this activity.

Submit a transcript of your prompts and the generated output.

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Activity

Part Three of Four

Final version

- Craft a final 500-word explanation of the theory (double spaced, 12-point Calibri font, single sided).
- Be sure to discuss:
 - Origins of the Theory
 - Typical applications of the theory
 - Provide your assessment of 3 key strengths and weaknesses of the theory

Part Four of Four

Reflection

- Using your original paper and the atrial you generated with AI from part three, provide an additional 200-300-word assessment that addresses:
 - Changes made from the first document and the generated document to the final document
 - Where was GenAI effective or ineffective? Why do you think this is so?
 - What prompt changes yielded the best results?
 - How will you use, or what recommendation for future use of, GenAI do you have?

Assessment Activity: Essay with GenAI

Sample Ideas for Assessing GenAI Use

Part One

Looking for initial, original insight into the topic of choice.

	1	2	3	4	5
Criteria Considered	No Evidence of Criteria	Evidence of Column 1 and 3	Clearly show evidence of	Evidence of Column 3 and 5	Exceptional evidence or use of criteria

Part Two

- Did they use multiple prompts?
- Did their prompts cover all the recommended areas?
- Did their prompt progression demonstrate some planning?
- Did the prompts refinements build on each prior prompt – was it an iterative or progressive process?

Part Three

- Did they produce a better product than the original or the GenAI document?
- Did they show evidence of selecting better information from the human or generated material?
- Did they clearly show evidence of editing the disparate parts together into a cohesive whole?
- Is the final product appropriate for professional or academic use at this level?
- Were they able to demonstrate an awareness of sound vs poor information?

Sample Ideas for Assessing GenAI Use

Part Four

- Were they able to identify benefits to using GenAI?
- Were they able to identify the challenges associated with GenAI use?
- Were they aware of biases and reasons to be cautious when using GenAI – and did they intentionally work to mitigate these concerns?
- Do they have a reasonable perspective for future use of the GenAI?
- Did they show insight into the prompts?
- Did they provide a rationale for the decisions they made around prompts and the final document?