

**Transcript for FLO Lab: Progressive Rubrics – Using AI to Drive Student Growth
BCcampus FLO Lab session hosted on January 16, 2024**

Presenter: Mike Ray

Host: Helena Prins

HELENA PRINS:

I will start us off. Good morning, everyone. My name is Helena Prins. I'm an advisor here with BCcampus on the teaching and learning team. I am a little bit under the weather today, so I might not stay for the full time, but my colleague Kelsey Kilbey is here, and she'll support Mike through the next 3 hours. Um, I am zooming in today from the unceded traditional territories after the Lekwungen People, which include the Songhees and Esquimalt Nation, and I've lived on this beautiful island for about 15 years, and I'm so thankful to them for their hospitality. With my team, I'm really committed to its learning more and continuing this path towards reconciliation, and decolonizing the post-secondary sector. So I do a lot of reading, and my first read of the year. I don't know if you can see this little book with the virtual background I have, but it's called "The Service Berry" written by Robin Kimmerer. Some of you may have read her "Braiding Sweetgrass," which was really a wonderful read as well. This one is a bit shorter and maybe the same essence of the gift economy, and what I really like and it's my word of the year is at the back here. She says, "All flourishing is mutual." My word of the year is "flourish" and I understand that in the context of I'm not just taking care of myself, but taking care of all of those around me. Together we can flourish. There's some real gift in just even reading this book. I encourage you to do so and join me too on this continual learning path toward reconciliation. I want you to know that we're recording this session.

We don't always record FLO Labs because, after all, it's 3 hours and who's going to watch a 3-hour recording? But I always find myself afterwards regretting not recording because of the content that's so well designed. We don't plan on sharing the whole recording with all participation and all your conversations because we want you to feel you can have a nice conversation. But the content piece, I would like to. We'll edit the video so that we can keep the content piece of Mike's session for those who couldn't join us today. We do have a survey link that Kelsey will pop in the chat. Feel free at the end to give us some feedback. We'll share the feedback with Mike. We have a few new questions in there because we really want to start to understand the impact of attending FLO sessions. Does it change the teaching practice? I do hope you have some takeaways. That is the housekeeping piece of it. I did tell Mike, I just want to make a quick disclaimer before we go into this marvelous session on progressive rubrics and using AI. There's a lot that we do at BCcampus to support the development of digital literacy and artificial intelligence literacy like AI literacy, for educators in the sector. But I don't want people to think that BCcampus is just promoting the uncritical use of AI because that's certainly not the case. We encourage you to approach AI with a critical lens, but also maybe to develop your own ethical framework of how you want to approach this work. What I will share in the chat is just a link to my colleague, Dr. Gwen Nguyen and she designed this wonderful toolkit for using AI, and there is a whole module on ethical consideration. I'm just going to put that in the chat if you haven't had a moment to really consider your ethical use of AI, then this might be a

good read for you. The rest of the toolkit is pretty awesome as well. Now, today, you're in the wonderful hands of Mike Ray. Mike has done a FLO Lab for us before, maybe even a FLO Friday. I can't remember Mike, but he's a great friend of BCcampus. I've seen his plan for the session. I know this is going to be a wonderful time spent with him and that you will leave the 3 hours having created something that you can use in your classroom. For that, I'm really thankful to Mike for saying, yes, always, and we invite you and ask you to put in a proposal, you do so and you do this so well. Thank you, and I'm handing the session over to you now.

MIKE RAY:

Well, great. Thank you very much for that introduction. The session today is called Progressive Rubrics: Using AI to Drive Student Growth. Now, I want to actually bring awareness to this because every now and then you're going to notice one of these pictures and be like, that looks really weird. That's okay because every picture that I've got has either come off of my phone or has come from ChatGPT. Which uses DALL-E, which is one of the image and photography AIs that are out there. Every now and then you'll look at something and be like, that looks a little off, and it probably is. It looks off to me too, even as I was generating it. But that is what we've got here. It's really interesting, Helena. You bring up the idea of ethics, and it was fascinating. What we've even seen in AI over the last, even the last few months. This has really been, I think all part of the natural growth and evolution is that when we first started really talking about this in the educational context, there was definitely a lot of chatter around how this has such great opportunity to improve equity and to improve access and to be something that can help provide supports to people who need it and level the playing field in some sense. Well, as things go with capitalism and things that have the opportunity to make money, it hasn't necessarily stayed that way. What we're even seeing is monetization of AI, and even considering this. Today, when I do some demonstrations and start prepping people to actually do some work using AI, I'm going to suggest and demonstrate using the free versions of the AI that are out there. What we even see is that the free versions have limits. And if you want the better AI, then you need to pay for it. This is something where again, it's another piece that is, I think, a consideration of the ethical side of it and how we incorporate it in our classroom. Now, for today's purpose, I'm actually going to look at it largely through how educators would use it. As I mentioned, I'm going to demonstrate using free versions that have no sign-up, so you can actually do this without creating an account. I myself, I do have accounts for these platforms that I'll demonstrate kind of barring time if it's just one or a couple. But that said, I'm not a premium user. I use them for the free version and nothing beyond that. So everything that I am doing is actually within the scope of at least free, although I do have an account because that allows me to save my prompt histories and those chat threads that I have with AI.

I want to start by talking about who I am. My name is Mike Ray, and I am a third-ish generation Canadian. I live in Lheidli T'enneh Territory, which I knew growing up as Prince George. And I didn't know anything about the Lheidli T'enneh People, their history, what who they are as a Nation, and I didn't know anything about that growing up, even though I grew up here, or at least moved here in 1990 when I was seven, for those of you that are doing the math that makes me 41, turning 42 this year. Lheidli T'enneh Territory is where I've spent the majority of

my life. And my family, I mentioned, thirdish generation depends if you look at my father's side or my mother's side, and my heritage is actually Lebanese and German Mennonite. So it's a weird mix, but Canada has a huge amount of diverse populations here and that's how my mom and my dad found each other. While they were working actually at a bank down in Vancouver, back in the I guess late 70s, early 80s. I am married. This is my wife holding our dog Bella. Bella is a senior dog. She is reaching those twilight years. She's now 14, turning 15, she's on the floor over there behind me. And my daughter, Juliet and our son James. James is 10, and Juliet is 9. We have a really interesting family history where James we adopted and then four months later had our daughter. And so we went very quickly from zero to two kids. Kind of unplanned, but very welcomed. That is our little cluster of people that hang out. This picture is actually up in Tumbler Ridge. We went exploring northern British Columbia earlier this year, and I had never been to Tumbler Ridge and I highly recommend a visit to Tumbler Ridge. It is really great for outdoors. It's like a toned-down B.C. Jasper area. I recommend it. It was a really great visit. My history educationally is I consider myself a trained educator. I completed a Bachelor of Education at UVic back in the late 2000s, and I'm a product of the B.C. school system, and I ended up working in K–12 for a number of years. After K–12, I actually went into industry and worked for a credit union in talent management, talent development. Again, the education industry side. And now, I am at the College of New Caledonia here in Lheidli T'enneh Territory in Prince George. And I've been here at CNC since 2019. So wrapping up my sixth full year, I guess. Yeah, my job is I work with our instructors all across the college, all across the regions, the College of New Caledonia spans a great area. I work with them looking at everything very practical, such as Moodle to more classroom design, learning design, engagement, universal design for learning assessment evaluation. I love this space. It's an area where I learn a lot from my peers. I get to see a lot. And one of the things that I get to see a lot of, especially is how the College of New Caledonia does assessment and evaluation. I get to see what people are doing in their assignments and their quizzes and their exams, how they do preceptor relationships and clinical evaluations. And what's become really apparent to me in all of this is the importance of assessment, and the importance of using assessment, not just as a way to evaluate, but as a way to guide student learning. That is the preface for today. Now, I love to have interaction, and I will be talking at certain points, but I'm also going to have a few breakout rooms, a few questions, and I would invite you to participate as you are able to maybe challenge yourself a little bit this morning. It's an invitation to challenge yourself in whatever way that is for the involvement side. What I want to start with is a very simple question. I've used this before. I call it fist to five. And no, this isn't my idea. One of my great colleagues, Ria, shared this with me. This idea of fist to five, it's a scale of zero to five. What I'm wondering is just broadly speaking, and feel free to use your hand if you want or type in the chat any which way.

The fist to five that I would like to toss out just as a something is how comfortable are you building rubrics? Fist to five, zero to five, how comfortable? We've got a five. We've got a fist. We've got some fours, some threes. Yeah. Yeah. Five. Okay. Yeah, a fairly kind of seasoned-ish mix. Probably a lot of us are thinking, Well, there's some things I can definitely still learn or that I'm interested in learning more about. And you'll definitely be able to bring that knowledge to

this, which is great because that allows us to challenge each other where appropriate, it allows us to learn from each other, pick up on some of those nuances and tips and tricks that maybe you haven't thought about. This is great. What I'm wondering is, if there is just even one or two people that might just quickly be able to share, what is the context that you rubrics? What's the context or your experience? What does that look like? Just one or two people might volunteer for that. Yeah, Carmen. Thank you.

CARMEN:

Hi, Mike, thanks for your intro. I'm sorry that my camera is not on. I'm one of those students today, but I'm in an environment where I can't turn it on and...

MIKE: I understand it.

CARMEN:

Yeah, I use rubrics for teaching. I teach education, so marking lesson plans. But also I use rubrics when I'm teaching English, and they are great.

MIKE:

Awesome. Well, thank you for that quick share. Is there one other person that might be interested in sharing? What's your experience in the context that you use rubrics? I think, just in the chat here, we see "Papers in PSI education." What is PSI? I'm not familiar with that acronym. Post-secondary. Okay. Papers in post-secondary education. Awesome. Great. "Well, what I'm wanting to do is trades-based projects and assignments." Awesome. Thank you for sharing Ryan. "Audiovisual projects, Building rubrics in the LMS." Isn't that always fun, Hey, rubrics in LMS. We use Moodle. You know it's an amazing tool and it is a black hole of time sometimes. But those rubrics are super helpful. That's great. Business. Yeah. Thank you. Okay. What I'm going to do is I'm going to have us go into our first little group work here.

We're going to be in groups of three to four people. And what I want you to do in this group is just build a four-point rubric. This link, I'm hoping, Kelsey, if you're able to pop that in the chat, please. This link here will take you to a document that has four different learning outcomes in it. If you're familiar with the Cab D format of writing learning outcomes, also known as the ABCD. It is sometimes used in the Instructional Skills Workshop or the ISW. You'll see four different learning outcomes on four different pages. In your groups, what I'm hoping you can do is just do a quick introduction. Not a lot of time for that, who you are, where you teach, maybe where you're located. As a group, just quickly pick one of the learning outcomes and sketch out a really rough four-point rubric. Just consider one criteria, if you want. You can elaborate it, but we don't have a ton of time. Just a very quick. Let's hop into building something together and getting to know each other. These will be the same groups that we come back to two more times as well. So build hopefully just a little bit of comfort rapport. Pick a learning outcome, four-point rubric, and then we'll have a couple minutes at the very end when we come back to share. Okay, Can you clarify the term four-point rubric? Absolutely. So think of it as four performance levels. Yeah, exactly. So it could be like, you know, a one, two,

three, four, if you want to use numerics, it could be like, you know, beginning, emerging, applying, extending, type it up in a separate document. Any which way. You could write it on a piece of paper, if that's helpful. One person noted it. You could type it into a separate document. That would be fine. This is just an idea generation piece, so we're not keeping this long term. There's no need to retain whatever is created. You could even type it into the group chat as well if that's helpful within your breakout groups. Definitely, if you have more questions, please feel free to bring those up. I am keeping the chat in front of me here just as things come up. Okay. We won't have a lot of time together. Just a few minutes and then I'll bring it back and we'll give an opportunity just for a few people to share what you came up with in 4 minutes, in this 8-minute window here. Okay. Thank you for being willing to engage and I will see you in a few minutes. All right, great.

Welcome back, everybody. It was really nice. I was able to just as I was debriefing with Helena and Kelsey, there I was able to see when you launch a Zoom breakout room, you see, are the mics on, the cameras on and it looked like there was a lot of dialogue, so that's great. Although I will bring awareness to the fact that I've been called a professional interrupter. That's one of the things that I think as teachers, we get paid to do, I don't know if we necessarily know it, but I feel like those that we're engaging with recognize that, we didn't totally finish that or we didn't get through the thought that we wanted to, but that's okay. We're back. Okay, thank you for engaging in this and engaging with each other and sharing what you have.

And I've got the four different outcomes just on this screen here. I'm wondering if very briefly, there were only three groups, if it's possible to have even two of the groups, if not all three, just share very briefly, what did you talk about? What, what did you think of? What did you come up with? Share the process, the result, however you want to take it.

PARTICIPANT:

I can start with our group. Yeah. Because we actually didn't get to the end result. And part of that was as, you know, we came together as an interprofessional group, so trying to even figure out which outcome we would like to look at. Then we decided that, you know what? Why don't we have AI give us a hand? with the rubric and then trying to figure out what we wanted to put into AI, which platform of AI we were going to use. We went through a whole gamut of some decision-making which ended up delaying us getting to the end.

MIKE:

Know what? I love it. I find that the process in the journey is so valuable as well. I fully appreciate that. That's awesome. Thank you for sharing. Ryan, Yeah, you've got your hand up.

RYAN:

For sure. My group, there was Ray, Carmen, and Fariel. Sorry if I butchered, Anyone's names in there. But yeah, we looked at outcome number four, by the end of the courses, we'll create a persuasive essay with a clear argument. Usually, when building a rubric, it's nice to do the book end start with the low end and look at the very high end, and then it's easier to kind of fill that

stuff in between. We talked about the beginning of that. We're going to look at the content. They met the requirements of, they've answered the question, but there's missing a proper argument and support is that very low end. The top end was they answered the question. They have a well thought-out argument and they had multiple sources of support for their point of view. And then one down for that is they've still answered the question and they have an argument and they have a source of support. And then just before that low end would be they have their argument or no support, or their argument is unclear, but they have some support for it. You can tangibly tell where somebody should fall within those spaces.

MIKE:

Yeah, absolutely. Yeah I appreciate Ryan that that notion of, once we know the parameters, once we know where those two goal posts are, makes it easier to kind of figure out what the inside is. And so, I really appreciate that as a way to at least start, right? I find that often it's a bit murky as you get going, but once you start putting things down, you see it on paper and you can adjust so that's great. Thank you for sharing. Now, I don't want to put the third group on the spot, but if you do want to share, please do, but I don't want to put you on the spot

PARTICIPANT:

I'm happy to share on behalf of the third group. Carla, Meredith and Jenny. We jumped right to looking at Copilot to get a quick preview of what might be coming, and so we used the first prompt or the first outcome as a prompt, and the prompt was really simple that we started with, which was just create a four-point rubric for this activity. It gave us four different categories of the identification of the main point, integration of sources, depth of analysis, and clarity and organization. And our group was interested in looking at the depth of analysis area, so I can paste what it came up with in the chat. So we just started having a bit of a discussion around that as well as around the activity design in the age of GenAI and how there might have been some tweaks or different outcomes considered from the outset given how GenAI could be used in these assessments. But I will pass it to the rest of my group in case anyone wants to jump in with anything I missed.

MIKE:

That's great I find it sometimes it's like, Well, let's just toss it in. See what happens, see it comes out, and we get something and be like, Okay, well, let's hone in on this one thing here. And that's one of the things that I love that I love about AI, and I use it a lot myself. It's funny because I would probably identify in a job interview that one of my strengths is creativity and ideation and thinking outside the box. I still find that it's helpful to have GenAI help me think of those initial things and give me the rabbit trail to go down. Yeah, that's really great to hear that. Thank you for sharing.

With today's outcome, this is what we're going to be working towards, and there's a few pieces to it. The overall outcome is with the support of AI tools and peer collaboration, like what we're doing, participants will create a draft rubric using progressive criteria to clearly define student growth and mastery. There really is two big pieces. One is involving that AI piece and tools to

help us, but then this other piece of progressive criteria. And that is going to be largely the scope that we stay within. There's going to be rabbit trails and definitely bring forward questions because if you've got a question there's a good chance somebody else does as well. That's a great way for us to keep things moving as well.

The agenda for the rest of the time that we have together is we're going to have some participatory learning. So looking at progressive rubrics and generative AI. I'll do a demonstration and some review. So I'll actually demonstrate my process for how I create progressive rubrics and how I use AI. I'm also going to. It should have been in the reminder this morning, but I will also provide a link and information on a job ad. That it's a two sided, one, two different job aides. I'll provide a quick overlook at that that you can print, keep, copy, paste, whatever you'd like to do. That's one that I've actually distributed at CNC for people to use and we've been testing it out, seeing how it works to help with this. So I'll demonstrate that. We're then going to have some work time. We actually have, it's quite a bit of time. I'm hoping that it will be about 45 minutes of individual work, plus or minus, and then a very brief 15-minute group work again with the people that you were just in a group with. Quite a bit of time to actually take something super meaningful and practical that you're working on in your class, something that you've had niggling that you want to take a look at. Something that you're maybe developing for a future course or maybe a sticking point. There'll be a lot of time to actually get to it and try playing around some stuff. Then at the very end, we'll do a quick peer showcase and show off some of what we've started to work on and ask some questions.

We're going to move into the next group activity here. What I'm looking for is your group to look at what might differentiate a progressive rubric from a traditional rubric. How I'm going to have you do this is just discuss it in groups. In that link there,

It actually takes you to another using those same learning outcomes, actually, what I've got is two different rubrics. One I've labelled as a traditional rubric and one that I've labelled as a progressive rubric.

I've got it for each of those outcomes that you're already looking at.

And so what I'm hoping for you to do in your group is to just simply look at, well, what kind of differentiates? What are the differences that we see? And what do we think we're actually talking about here between the two? So this is to ask some questions, identify what you see as a differentiator between the two. Just look at the chat here or to hands, if anybody has any questions before we move into these groups. Okay. We'll probably give about 4 or 5 minutes just to start looking at some of these differences, and then we'll come back and just look for a bit of a quick recap. We'll talk about what some of those differences are that we think we see and go into creating a bit of a definition for what a progressive rubric is.

All right. We are back. Okay. So in the discuss... and these are just some particular prompts here, depending on what your group came up with. But I'm wondering if we could again have a

few people to just share. What did you notice? What did you see as potentially some of the differences? And here's some prompts that may reflect what you were looking at or may help you flush things out, what did you notice? What did you see?

PARTICIPANT:

I can touch on the language piece. I think that was the first thing that our group noticed was the different tone in language, the traditional rubric really focused. There were some negative connotations. The wording was really talking about things that were limiting and barriers versus the progressive rubric that really put the focus on growth, on improvement, on continuous improvement. It was really layered using that kind of language, things that are actionable as well. It really gave the student It was empowering language, I guess I could say, really giving students that sense of ownership to move to the next level. And I'd invite anyone in my group to add to that if I missed anything.

MIKE:

That's great. Please, if we could have, a couple more people just share. You may feel as though some of it has already been said, but that's okay to even affirm that too. Yeah, Jocelyn.

JOCELYN:

One of the things that our group talked about was around the specificity of language between the two, even though the traditional may have had a less strengths-forward approach and how things were framed, it gave really specific feedback around what was missing or what could be improved to move towards the next step, whereas the progressive was focused on a strength but didn't necessarily spell out in the first one. For example, when you look at the poor versus beginning, if a student looked at that, they could know, structure, citations need to be used, key points need to be identified. Whereas they look at the beginning, and it's like, I've started to organize information but there might be some more specificity in there.

MIKE:

Okay. I appreciate that. Thank you. What other thoughts or what else did you perhaps notice? Oh, yes. Meredith.

MEREDITH:

Hello. Another thing our group with Jocelyn was wondering about was the four terms across the top and the balance of a strength-based approach with jargon and also for international learners. Some of the terms like emerging and extending, do they really have meaning for our learners and talked about some other approaches like just using numbers like 1, 2, 3, 4 or colours. But those don't really explain what they represent unless you do use language. Wrestling with what might be the best approach to create those four categories.

MIKE:

Yeah, it's interesting you even mentioned that, hey. The B.C. K–12 system has moved to using a lot of that same language. And I know that they've had to hold workshops on here's what these

terms mean, which is fascinating. My wife teaches kindergarten, so she's in that system, and it's been quite the revision to move to different language and terminology and sometimes things that feel a bit more nebulous. Yeah. Carmen. Yeah.

CARMEN:

I think this might go a little bit beyond the question but just responding to what Marita said. We talked about building a rubric is great, but we also want to teach our students how to actually use it as a tool, and so getting them to understand that beginning emerging, applying, extending, or whatever the language is by when you give them the assignment, actually give them examples of a couple of whatever the things are, and then get them to actually mark them with the rubric in a group so that you have the chance to make sure they understand what the rubric even means, because I think often sometimes we take that for granted and students don't. Even if we write the most beautiful rubric ever, they might not be able to actually use it as a learning tool.

MIKE:

Oh, I've experienced that before. I think both as a student and as a teacher. I resemble that remark. Thanks for bringing that up, Carmen.

Where I want to go with this, as we talk a bit about progressive rubrics and I mean, cards on the table, I'm still learning. I'm still going through this. I'm still trying to figure out what is the best way to do this, and I don't have it all figured out. So this is where I love having a cohort of people that I can still learn from too, and I'm taking my own notes here as well, just to what people are saying, like, Yeah, it's a good point, I like that. Thank you for being willing to also share your expertise and the unique perspective that you have given your own experiences. Thank you.

Within the context of progressive rubrics, and this was picked up on in some of the comments, there is this intent to try to shift the focus. So although some of those examples that we have or that I just presented there, some of those may fall flat in certain areas. The intent, one of the intents is to still try to shift the focus, to move to achievement and growth-based language, and to use a strength-based language that allows people to, students, to actually see, well, here's what I'm actually doing well on. And this was indicated, from both sides, actually, of both the traditional and the progressive, that ideally, what we want is pathways for improvement and a clear understanding of here's how I can get better as a student. Really, this is the essence or one of the key essences behind a progressive rubric, that it would take less of a deficit-based approach and more of a progressive-milestone approach. Here's what it looks like at this level. Here's what it looks like at this level, here's what it looks like at this level, and here's what it looks like at this level. And so, that is the hope and what we're trying to achieve as we go about it. I think it's probably going to be an iterative process. As we bring things out into the light with peers, sometimes we like, Oh, I got to maybe adjust this here.

This is what we're trying to shift the process towards, because what we want is we actually really want to tap into the idea of learning and growth. And I think what we're trying to do with that is help increase student motivation and engagement. If we can have students become more reflective about their learning, So that deep learning, become more reflective about how they learn and what they're learning about and how they demonstrate, I think we're positioning them to be better critical thinkers, to be stronger students, to acquire more knowledge and to actually understand how they can demonstrate that knowledge. And so within the rubrics, ideally, a progressive rubric would be more clear, so define the criteria for success. I mean, I only provided in this case a single criterion, whereas somebody had even indicated, well, when we put it into Copilot, it automatically gave us a bunch of criterion. I think a lot of the times our outcomes have multiple criteria. And that's what I think there is some value in looking at multiple criteria as well because we can better define what success looks like. And maybe be more specific, perhaps than a traditional rubric that uses, this has five errors. This has a lot of errors and some more of that unclear language. The idea of progressive rubrics is that they would also connect with learning outcomes and show very clearly, here's the alignment. That's one of the things where, I'll reference it a little bit, but I really like the CABD learning outcomes, the condition, audience, behaviour, and degree. Again, this is what's often used in the instructional skills workshop, and we'll talk a little bit more about. But I really like that because I think it helps provide us with a pathway to creating the rubrics and showing what mastery looks like at different levels. I think that builds a really strong connection, which hopefully, helps with some of the points brought up, helps with the student's ability to use it as a tool and to self-assess and say, Oh, am I able to actually do these things at these levels?

Universal design for learning or UDL is an area of high passion of mine, and within universal design for learning, I believe that progressive rubrics connect really nicely to them because they do offer a few things like varied levels of challenge. Meaning if I can clearly, as the instructor within a rubric define what you know this beginning or emerging level looks like for the student, this 1 or a 2, if we want to use numbers, then I might have students that say, You know what? For where I'm at, I'm going to engage at the 2 level right now. That's my capacity for whatever the reason. Can we build these more autonomous self-reflective learners by specifying levels of challenge. This in turn, I believe, also helps support things like self-regulation and reflection. Asking them, Well, where did you actually see yourself in this rubric? Where are you performing at? What is your evidence of this? How do you know? I think it offers a path for us to do that. As well as a key tenet of universal design for learning is minimizing threats and creating a space where expectations are known, and the way to engage is clear. I believe that progressive rubrics offer us some ability to do that.

This next chart here, the URL here is just a link to the chart, and so it's probably going to be helpful to have a copy of this chart when we get into the work time. It was also an attachment in the email that was sent out as well. Hopefully, you've got access to it when I click next on the slide. But this is really the recap of what we're looking at here. Ideally, in this move, we move from maybe a focus on errors and deficits. You got one wrong, you completed it to this level of percentage, or there were this many missing pieces. Is there a way for us to meaningfully now

shift it to say, Well, this is what you've actually achieved. Hey, celebrate this milestone. You've done it. You haven't included your supporting arguments, but you've actually identified what the key points are. Is there a way for us to focus on that or shifting from using negative deficit-based language to positive strengths-based, providing limited feedback, focused on mistakes, to clear pathways for improvement. Again, I'm recognizing that maybe in the examples that I gave, there's room for improvement on those as well. Maybe they weren't as clear as I would have liked. Is there a way for us to shift from static levels of, this is kind of where we've evaluated at, this is it and done versus, hey, this is what movement looks like. As you grow, as the semester progresses, as you deepen your understanding, as you ask, well, what do I need to do in order to get a better grade? What do I need to do in order to learn more? Maybe there's an opportunity to actually clearly articulate those? Hopefully, that also leads to motivation, again, connecting to UDL, Universal design for learning. Hopefully that motivates and inspires students and really provides them with more meaningful feedback. This is the essence or the heart of what we're trying to get to, bearing in mind that we're also going to be learning as educators as we draft these and sometimes don't hit it exactly the way that we would.

In terms of AI, and it was really cool to hear at the beginning that some people were already diving into it. I believe that AI can really help us in building rubrics. And that's where we're going to shift for the next little bit here. But this idea of how can we use AI to help us build? Ultimately, I do believe that the more specific you are in your prompt with AI, so what you ask the AI tool to do, the better the results. And this is where I am suggesting, if possible, using this CABD format. And again, that stands for condition, audience, behaviour, and degree. Just as a quick note, the job aid that I have here actually has the second page is how to turn a generic learning outcome into a CABD learning outcome. And this can be something that you can play with during the work time as well. And really, the idea is that a lot of the times when we build our course outlines and things go through and are given to us, a lot of the times they're very generic. For instance, it could exist that in a 100-level English course, there's an outcome that says, students will write a persuasive essay. Within that, we see what the audience is: students, and we see what the behaviour is. They will write a persuasive essay. But we don't necessarily know what the condition is, meaning, what is the context that they'll be able to do this. On their own, with help? Will they do this using digital tools? Will they use this, under what condition will they be able to do it? And the degree, meaning, how will they know what achievement looks like? And this is where I think we can get some value out of AI. It can help us build rubrics, and it can help us build these learning outcomes. I really like AI for building progressive rubrics because they can help us specify and break down these big ideas into more progressive milestones. AI is not as connected personally with the content as we are. Sometimes it's able to come out with questions like, Hey, you've used this big outcome and described this big behaviour. Could you break it down this way? And sometimes it gives us new insight. I'm like, Oh, yeah, actually, you probably could or be like, Well, not exactly, but that gives me an idea. I do find that it's helpful in generating potential behaviours and milestones at each level of mastery at these different levels of proficiency. And it gives us something that we can then refine and adjust. This particular link here,

I'll just quickly show it. It is for these documents here, which I've referenced. The first one is the how to create progressive rubrics using AI, and I'm going to demonstrate this in a moment. Then the second page is all around turning generic learning outcomes with maybe no condition and no degree into a CABD learning outcome. You don't have to. This is one of those extension pieces that you might find interesting to play with, and you might find helpful in building rubrics through. I just wanted to highlight that.

Okay. What I'm going to do is I'm going to do a quick demonstration of my process of how I use generative AI. How I use it specifically, I'll demonstrate using ChatGPT, although this works in most large language models.

And so a few of the... let me just pull up this one here. A few of the potential ones that you can use and you can use without an account even. Copilot is one that you can use. This is, if you did have an Office 365 account through your institution, you would probably have a license to this as well.

Perplexity is another large language model that I do sometimes use. I find that it works fairly well in adding references and citations and scouring the web and scanning what's there and actually can help with connecting some of the dots between what I write and where there is a source document for it. Perplexity is one that I sometimes use. Again, you can do this without an account, although you can't access the pro version. And then ChatGPT. This one is my go to, it is my preferred one. Again, I had mentioned at the very beginning that sometimes there's inequities within how AI is there. Although I can use this without an account and I can use this without a subscription, I don't get quite as good results with it. That's I think something to bear in mind.

So what I've got in this job aid that I'm going to demonstrate is how this prompt has been created. And I actually have a document with different prompts that I've used because if I find a prompt that works well, then it's great to be able to reuse it. This particular prompt that I'm going to give AI says, create a progressive rubric with four levels, and I'm telling it to use beginning, emerging, applying, extending. You could give it anything that you want. I want to do it with the learning outcome. Under timed conditions, students will write a persuasive essay with a clear logical argument. This might be my daily or my module learning outcome. I'm telling it as additional points. I want you to focus on strengths. Avoid describing what students can't do or what's missing. I want you to use clear, measurable adjectives, avoid vague terms, like minimal, sum, or basic. I want each level to stand alone with clearly defined behaviours that show progression. This is a bit of a personal thing. Adjust this however is best for you. But I'm telling it as Mike, I want the applying level to actually reflect mastery or completion of the learning outcome. The extending level should show advanced skills, like mentoring peers, teaching, or using high-level thinking. Again, customize that, that's a me bias. I want it to simplify the descriptions at each level and focus on key achievements for growth. Without this line, you could end up with a paragraph for each level. I'm trying to really plain language, bring it down. Limit the rubric to be one criterion, whereas maybe you don't want that, maybe you

want a few levels to show different criterions. And I want to format the rubric in a table with criterion on the left and the four levels at the top. I'm going to just copy this and paste it in. Hopefully, if you're wanting to play around with this, you can just copy and paste from the job aid as well.

If I was to just paste this into ChatGPT, let's see what we get. It is giving me this here. Here's what it has given me. It is saying the criterion is clarity and logic of argument. Meredith, great question. Link to the job aid. Yes, the link to the job aid should be this link that Kelsey has put that says, AI helps build progressive rubrics. Let me double check. But that should be it. Yes, that's it there.

Okay. So beginning, what it's proposing is an unclear argument with little focus. Okay. Maybe it didn't totally understand my idea of, you know, don't describe what they can't do, so I might have to refine it. Presents a developing argument with some focus, but lacks full clarity or logical flow. Again, it's a little bit vague, so it's not getting me exactly what I'm hoping for here. Applying, presents a clear logical argument with well-organized points and clear reasoning. Okay. I mean that is what I want here. Extending, demonstrates a highly sophisticated logical argument with complex reasoning, clear connections, and insightful analysis. Actively supports peers in refining arguments. I mean, that's getting to the essence of what I want. Um It's getting to the essence of it, I still might reword it a bit. Now, what you can do is with what AI gives you, you can now tell it to refine, and this is all part of my process, where now, I might actually tell it. In the beginning and emerging levels, you are not describing milestones of achievement, rather, you are describing areas of deficiency. I did not spell that correctly. There we go. I want you to consider what growth and progression might look like for these levels. I'm going to just start with that as a prompt, see what it comes up with. Now it's saying it identifies a basic position and attempts to support it with simple reasoning. I could work that, I can massage that. That's reasonable. Emerging, develops a position with some logical connections and examples, though the reasoning may lack depth or full clarity. It's better, but I might tell it to refine it a little bit. Then it should have left the other two, it still adjusted the next two. Clearly presents a well-organized logical argument with strong reasoning and specific relevant examples and presents a compelling sophisticated argument with deep analysis, well-crafted logic and expertly chosen examples. Guides peers in refining their arguments. Yeah. You can see how what just for kickers here, I'm going to say please use plain language. Yeah every now and then I try to be really polite with Chat GPT just in case it comes alive and takes over the world. I want it to know that I can be considerate. Sometimes I use please. Please use plain language. States an opinion and tries to explain it, but the argument is unclear or weak. It's resorted to the negative a bit, but I can probably take that now and just type it myself. But it's gotten me to the idea generation. States an opinion and provide some reasons, but the connection between the ideas may always be clear. Again, it's taking that negative approach that I don't love, but I can probably work it from here. This is a bit of the process that I do and the process that I use.

This same process you can use with Perplexity, if I was to paste it into Perplexity, and you do get actually differences between them. That's where sometimes I play around with multiple AIs

to see what I get. Actually, this one kept the positive right off the get go. Writes an essay with a central idea and supporting reasons, organizes thoughts in a sequential manner, uses simple transitions. I mean, it's got a lot within there and those could arguably be different criterion altogether, but it's got it here, which is great.

Copilot, again, sometimes I paste things into multiple just to see what I get here. Identifies a central argument with clarity. Develops a central argument with clear supporting points. I like that. Presents a compelling and well-organized argument with strong supporting evidence and constructs a nuanced and sophisticated argument. Yeah. You know what? Actually, Copilot has probably gotten me further than the other two, and I can take it from there. This is how I start to use GPT and how I start to refine it a little bit.

What I want us to do is I want us to do. Before we start to dive in, before we dive into the work time and into the showcases, I want us to actually take a break. I'd like us to take some time, just step away from the computer. If you want to start playing around because you're inquisitive, please feel free to do so. I myself. I can hang out here during the break for a little bit. If people want to start tossing some questions around and start playing around some things, I can make myself available right now. But why don't we take a 15-minute break and see each other back here, let's say at 10:28, and then we will do a quick review before we start to get into some individual work time.

Well, I hope everybody is back or slowly getting back here, and welcome to the halfway part. Really the last half is going to be a lot of opportunity to sandbox things, to play around in AI, to pull out course outlines or assignments or old rubrics or anything else to start imagining what things could look like, building some comfort perhaps with AI prompts and getting it to do which you would like it to do. That is where we're going to be going here very shortly. But as we are coming back, what I'm wanting us to do is just do a quick review. Again, it's we're looking at ideally the essence of progressive rubrics, and we're not going to always get it right. It's totally possible with some of the examples that I generated. They weren't exactly hitting the mark, but that's why I love having a gracious group of peers around me who can say, Well, I thought this might have been a little bit vague or not as clear. Okay, well, good to know, now I can tweak and adjust. Just in the chat here, no need to hop on verbally. But in the chat, I'm wondering if we can just take a moment to refresh our minds, draw upon what we had talked about, and even what's it on this chart here, comparative chart. Put that aside perhaps and see what you can remember. But for the first one here, progressive rubric is at their essence. We're really hoping that they can focus on achievement and what is the G for? Type it in the chat if it comes to mind. Looking for it to focus on achievement and growth. There we go. Awesome. Thank you, Jenny. Yeah, absolutely. Again, ideally what we're looking for. And this is part when I was playing around in that demo that you saw me trying to draw out of ChatGPT was it wasn't really hitting this box for me. And this one, what I was trying to get it to do is to really use positive. What type of language? It's a hyphenated one. Positive, strength-based language. Absolutely. Thank you, Jocelyn. Yeah, that's one where definitely, the more comfortable you are with your subject, the easier it is to break things down. That's sometimes where there is value in having

multi-criteria rubrics, where you're like, one outcome, actually got a few important pieces and I can't condense it down to one. But maybe I can actually break it apart and really identify, here's what the strengths or here's what that growth looks like, which really gets to the third point here. Under the third point, we're really looking to provide clear something for improvement. Clear... This is to provide clear pathways for improvement or clear paths for improvement, absolutely. Which hopefully, as we build these rubrics, should show students. Well, if you're at this stage, this is what it looks like to get better. And really this gets to the fourth point here, which is all about highlighting progression and learning milestones. I love that idea of a milestone. We think about our own personal lives and our histories and all these big milestones that we've had. The milestones, we often in hindsight, don't think of as failures per se. We think of them as, well, this is what I achieved, and this is why it was significant. I love the idea of bringing that into our rubrics and really honing in on, what is it that people have achieved? What are they doing? Now, the fifth point here is a connection to universal design for learning. At their core, we're hoping with progressive rubrics that we can something and inspire students. M standing for standing for motivate. Yes, hoping to motivate students and inspire them. And we're going to do that through providing feedback. But specifically, when we think about motivating, inspiring, providing clear pathways, really the feedback type that we are emphasizing is, what type of feedback are we emphasizing? Really, we are emphasizing a formative feedback. That's where and this was brought up in one of the discussions. This is really, I think, where our rubrics, where we can really look at opportunities for how do we help the students see these as tools?

Okay. So for the work time, how I'm going to propose we do this is instead of breaking everybody out into their groups at this point. What I'm saying is we delay that. And for the next, until 11:20, so that gives us roughly 45 minutes minus a little bit for right now is I would encourage you to if you want to just go on radio silence, keep your mic off, keep your camera off, take your headphones off if you want and start to play around. If I was doing this in person, I would hopefully have us all sitting in a computer lab with our laptops out and I'd be wandering around, connecting with people, asking questions, Hey, what do you show me where you're at? What do you feel comfortable with? Where are you looking for some insight? That's how I would do it if we were in person. I'm trying to think of how can I replicate that virtually? What I'm going to propose is that until 11:20, we do that here, it's like, feel free to go radio silence. Take your headphones off, microphone off, turn camera off, whatever you want, and just use this as an opportunity to start playing around. Start testing out just even the notion of progressive rubrics. Maybe pull out an existing rubric that you have, and be like, Okay, is this hitting those criteria that we're hoping to hit on them? Is it getting there? And then maybe saying, You know what? I'm going to play around with AI and try getting, maybe try walking through the job aid and try massaging some of the results that I get, and see what I can come up with to do that. Maybe you're already on that and you're thinking, this idea of CABD learning outcome interests me. What can I do with that? Maybe you want to use the other side of this job aid, the second page of it. Really, until 11:20, it is a work time. My commitment to you is I will be sitting here. I've got my water and my spinach smoothie, all ready to go, and I will be here and available. If you want to bounce something off of me, if you want to ask a clarifying

question, if you are looking for an idea or a sounding board, I'll be here and feel free to type in the chat just as a prompt say, Hey, Mike, can we connect and we'll turn it on and we can dialogue, see what's going on. Again, there's a really good chance that if you have a question, somebody else has it as well. Please take encouragement in knowing that your questions are probably resonating for somebody else as well. As you ask questions or as you've got something that you're wanting another set of eyes on, somebody else might benefit from that as well because they get to learn from our interaction and maybe see themselves in it. My commitment, as I will be here in this large group. For the next, until 11:20. I'm asking you to start playing around, see what you come up with. And at 11:20, I'm going to put us back into our groups for 15 minutes to just show what you've been working on. What has the process been? What have you been trying? What's been working, what hasn't been, where you're getting stuck. Within your groups, ideally see if there's somebody who's interested in sharing or maybe a couple of people because we'll have a little bit of time at the end for people to show off. Well, here's to the big group. Here's where I've been at. Some possible suggestions. If you want to, you can print off some of those job aids, some of those documents that have been emailed to you or that we've linked to, possible suggestions. You could try creating an account with one of those generative AIs if you haven't yet, although you don't need to. Although I do find that when you have an account, you do get slightly better results, even if it's limited because again, they want you to subscribe. But I do find you do get a little bit, so that's something you could do. You could grab an existing assignment rubric, syllabus outline, start to play around with, and just start building. See what you come up with.