

Transcript for FLO Friday: Rubric Design for AI Transparency
BCcampus webinar recorded on June 13, 2025
Facilitators: Anwen Burk and Jessica Gemella
Host: Helena Prins

HELENA PRINS:

So, good morning, everyone, and welcome. My name is Helena Prins, and I'm an advisor on the learning and teaching team, and I'm also here with my co-worker, Kelsey Kilbey, who's behind the scenes. Thank you, Kelsey, for always being here with me. We are so excited to see all the interest for today's topic. AI really has us in its hands, right? Um, well, this session today is being recorded and will be shared publicly in about two weeks. So if you don't want to be on the recording, please just turn off your camera and you can also change your name to "FLO participant". We sent out a link to the slides this morning, but we will also send the slides again with the recording in about two weeks' time. We have a breakout session planned for today, but please don't leave the session. If you don't want to go into a breakout room, you will not be forced to do so. You can just hang here in the main room with us and work independently. We'll also put in a chat now just a link to a survey because we really value your feedback to continue our programming and improve what we offer. Today, we are very fortunate to have again with us Anwen Burk and Jessica Gemella. They are both from Vancouver Island University, and they are doing this session with the support of Vancouver Island University. So we're very thankful for that collaboration. They did a session last year in July, competing with the Olympics on their digital literacy toolkit. So we know that you are in good hands for today, as well. I look forward to being in this session with you for the next hour, Anwen and Jessica. And I know you'll also start us off with a territorial acknowledgment. So thank you for that and over to you.

JESSICA GEMELA:

Thank you, Helena, for the introduction. This FLO Friday, we're talking about rubric design for AI transparency. I would like to begin by acknowledging while we are gathered in a digital space, we each join from lands that have long been cared for by Indigenous people. I'm joining today from the traditional territory of the Snuneymuxw Nation and I invite you to take a moment to reflect on the lands you are joining us from and the ongoing relationship with Indigenous people in these places.

Today we're going to be discussing assessment and we recognize that many Indigenous communities have long-standing traditions of teaching, learning, and evaluation that are holistic, relational and grounded in community. In our work today on rubric design, we invite you to reflect on how we might create assessment tools that honour learners as whole people, respect diverse ways of knowing, and make space for growth, collaboration, and care. I'm Jessica Gemella and I'm a curriculum and teaching learning specialist at Vancouver Island University.

ANWEN BURK

I'm Anwen Burk, also a curriculum teaching and learning specialist here at VIU. I'm very happy to be here. It's nice to see you all here today.

JESSICA:

Our outcome for today's session is to explore a model integrating generative AI or GenAI into assignment design. We'll take a moment to reflect on experiences with GenAI and tools and how those shape rubric choices. At near the end of the session, we're going to use the breakout groups to co-create criteria that account for GenAI.

We'll start with where we are on the AI journey and then introduce the model and ask you to think about how you would like GenAI to show up or not show up in your courses and assignments. We're going to introduce the AI assessment scale, which is a tool to determine the role of GenAI in assessment and to communicate that and then we'll go into co-creating rubric criteria.

ANWEN:

Awesome. We wanted to sort of situate ourselves of where we are in this GenAI journey for a couple of reasons. One, to sort of show you where it led us to what we're going to be talking about today, but also to acknowledge and I realize I haven't even put it on here. There are lots of other things that are part of the GenAI discussion, like ethics, for example, that we won't we're not going to be touching on today, but please know that those are things that we are constantly thinking about in terms of, you know, whether it's environment or the human labour or the human sacrifice that has been made in making some of these tools. So that is always part of what we're talking about. So I realized I didn't even put that on here. But I kind of wanted to just take us through how we got here. So, you know, ChatGPT appeared. We kind of all went, What on earth is this thing? What is GenAI? Is it actually intelligent? How is it going to work? How is it going to change our lives? How is it going to change our teaching? And I say this all to acknowledge that as Helena kind of already alluded to, we're kind of in a weird space right now. Like, we know that it's not going anywhere, but we may not like that fact, but there's not really a lot we can do about it. So we started to think about, how can we live in this world of generative AI, but still make sure that the courses that we're teaching and the assessments that our students are doing are still going to have integrity and are still going to show that students are actually learning. So we started off kind of, Okay, we should have a syllabus statement. We should say in our courses. This is how you can or cannot use AI in our courses, in this course. And those are still valid. But, you know, people would put those in and say, Well, it's kind of like the old academic integrity statement and students aren't reading it and they don't really understand it. And because it's all new to all of us, we don't really understand it either. So then we start to look at, Okay, maybe we need to look at the approaches to our assessment. And many of those things are the same kind of conversations we've had in the past about how do we make assessment authentic? How do we make it, so it's not just easy to copy and paste something from online? All those kinds of things. So we started to look at that. There was a call for institutional-level responses. So there was sort of a need. I know in a lot of places, and I know we've heard it here to say, I just want the institution to tell me students aren't allowed to

use it or students are allowed to use it, and this is how. And that also hasn't really helped because, of course, every institution is different and every instructor has a different relationship with AI and a relationship with their students and their assessment and all these kinds of. So a couple of things we're going to look at today are both the assessment-level use of AI. So how at different assessments, perhaps in your course students may or may not be able to use AI. But we're really going to look at rethinking assessments and rubrics in this age of AI, and Jessica is going to introduce you to a framework that you can use to think about your rubrics and how they might switch in this era. Um, moving on from there, we won't get into this a lot, but some of the things that I know we are also working on, and I'm assuming some of you are, as well, looking at things like AI literacy frameworks. So moving into that AI literacy portion. So getting not away from the idea that we need to and those people who are in our workshop yesterday, sort of that policing of the use and getting towards the how do we embrace AI literacy. It's a very similar trajectory that I feel like from about 20-something years ago when I was a librarian, working on a reference desk and students coming to me and saying, I need to I'm writing a paper. I'm not allowed to use the internet. And we sort of laugh about that now, but that was the same kind of thing. We don't want the internet. People will copy and paste. So what do we do? We moved into information literacy. What's good information? What's bad information? What's useful information? How do we use information? And so we're doing the same kind of thing now with AI, but, of course, it's quite complex. I know NIC has done a module for students on AI literacy. We are working on one here at VIU with a larger group across campus. So anyway, this is kind of where we are right now, and these really the rethinking assessments rubrics is where we're sitting right now. I guess really a lot of this is iterative and it's not really as straightforward as I've said it, but I hope that sort of places where we are, what we're coming to today.

JESSICA:

Thanks, Anwen. Now I'm going to look at a model for re-design. This model comes from the University of Toronto and you'll see throughout our session today that the chat will be used to share links and additional resources and we'll have another document at the end, as there were a lot of questions before the session and we'll do what we can to answer them, but we realize we can't get to all of them, so you can refer to some of the resources of the chat. I had watched a video about rubric design and talking about how to prioritize things on your rubric and I thought, Oh, yeah, I'd really like to start thinking about how to design rubrics. We have all these tools as instructors and teachers and that good teaching practices to communicate AI and use about AI and a lot of our tools that we've been using like a rubric is another piece to the many things that you might be doing in AI and your practice. This model starts out with asking yourself how familiar you are with GenAI tools and have you used them before? Really, I can say for Anwen and I, we're meeting people that are very advanced. Some people are happy to jump in for their values. There's lots of people who haven't, but really that's going to influence how you design your assignments and how you design your rubrics. And if you're incorporating and integrating GenAI, that's a really important step. If you're not incorporating GenAI, it's also an important step to think about why not and communicate that and understand how it works and some of the general terminology. You can be part of that conversation. BCcampus offers a

lot of great workshops and there's a lot of online tools and self-paced things you can do as well to find out more. Then a next important step is to think about learning outcomes. What do students need to learn from your assignments? With generative AI, in particular with text-based generative AI, you might want to think about is writing may be taking a different role in your assignments and assessments, and you really need to go back to your learning outcomes. In writing intensive courses, there may be some different strategies about how you prioritize what's most important at this time and that's going to continue evolving. Um, and this model refers to an AI assessment scale that I will show you the scale on an upcoming slide. But this is a tool that is a framework that provides a description of the levels of use that could be useful in communicating or determining your own use or doing that cooperatively with students, which might be appropriate in each assignment case. Rethinking assignment components is another one. Another piece of that is thinking about if you're incorporating GenAI, what are the artifacts? How do participants or learners need to acknowledge the use and how extensive that acknowledgment might be needs to be made clear. And then jumping into a rubric development as a final step, what knowledge and skills are you assessing in your rubric criteria? When we go through the example, this is really an opportunity to maybe shift how you prioritize things, maybe add some additional criteria or perhaps take away as things evolve. So Anwen is going to provide a poll here.

ANWEN:

Sorry. That was me having some technical issues. My audio button disappeared. Okay, so what we thought we were going to, you'll see as we move through this presentation is that we're going to look at each of these parts of the framework. The first question we have for you is, Where would you place your current teaching practice in relation to integrating generative AI? We're trying to get to this first part here. What is your familiarity?

I'm just going to put the full explanations here as well. Feel free to change it now that I've given you the full definitions of what we mean by "understanding," "use and apply," "analyze and evaluate," and "create." Just give you a few minutes to see here. Right now, we have most people at understanding or use and apply. A few people at the create level, cool. Okay. Let me a few more seconds, see if anyone else wants to answer. Okay, so it looks to me, and I think you'd agree, Jessica, that most people are sitting at this at the understanding, 44% is at understanding, 35% is at use and apply. We have 9% at analyze and evaluate and 12% at create of those who responded. I would say this is pretty indicative of what we've seen throughout, or sorry, what we've seen with other people that we've worked with. And um, even having an understanding is really great to be able to move forward and then look at how do I want to be able to adapt these things? Or am I going to adapt anything? How do I want to now change things, change my rubric, maybe adapt my assessments a little bit. It's good for us to sort of see who's in the room. And it looks like we've got some people that are really moving forward into that analyze and create area. Is there anything you wanted to touch on there, Jessica, or are you good?

JESSICA:

No, I feel like Anwen and I have been doing lots of sessions and discussions at VIU, and I would say that's what we're seeing. Yeah, with a few people really wanting to do the create part, but there's some institutional limitations with being able to get licenses and full access to paid accounts. That is also something I think that I will think that there are other people from other institutions that have that as well. Barrier for student access and instructor access. There you go.

ANWEN:

So I've just shared the results there. I would agree. And also, I think the, um, the ethical dilemmas around using these tools, I think, is also a barrier, which is under... I shouldn't say a barrier, is a consideration. And, you know, you know, we've said to people, don't feel like you need to sign up and use tools. There's courses you can take to teach you about some of these things and get a deeper understanding of them and how they work. If you don't feel like you want to be using, taking the environmental tool or putting your information out there, all of those things, I think that's all perfectly valid and fair. But there are other ways that you can gain an understanding. Great. Thank you. Going to close that.

Okay, so we have another question for you. And this is something that just occurred to me. I don't know why. We were having these conversations with people, and we were saying, Okay, so how are you adjusting your rubric and how are you doing this and look at your outcomes. And then we thought, I wonder how many people have actually reconsidered their learning outcomes in light of generative AI? Just because we're all busy people, and we have lots of things to do. So we have another poll here that we're really curious to know about.

So next part of this framework is actually looking at your learning outcomes. So, um, and again, knowing that there are limitations on how much people can change and how much they can adapt and also limitations on time. And often we end up focusing on our assessment because we know that's where students are focusing, and maybe we forget that our assessments should be tied to our learning outcomes. Anyone who knows me and has spent any time with me knows that I talk a lot about learning outcomes, and, you know, we spend a lot of time crafting them, usually, and then think, Yeah, this is exactly it. And then sometimes we forget to go back to them and say, are those still valid? And I've built these assessments, but, you know, sometimes our assessments start to sneak away from us because there's something really great that's happening. And you don't want to drop that assessment, but maybe it doesn't match with your learning outcomes. So maybe your learning outcomes need to be tweaked or sometimes you have what I call the sneaky learning outcomes because there are people, and I'm seeing this here, that just aren't allowed to change their learning outcomes. Sometimes you just can't change that wording. So sometimes I go, Well, maybe you could phrase it as a learning goal for your students. Because really learning outcomes, they're not set in stone. They are not law. They're there to help guide our course design so that everything is in alignment, and we know what we want our students to do, and students know what they're expected to do. But if we have our learning goals to get around some of those more official language things, then we can sometimes make our learning a bit more authentic and make it more meaningful

for our students and help us plan our courses. These are some interesting... I see some interesting responses here. We have 52. I'll give it one more minute just to see where people are at. Maybe not one more minute, 15 more seconds is what I mean. But as I see the countdown I'm like oh, we're not waiting for another minute.

JESSICA:

I'll just jump in for a second, Anwen, and just mention we shared some links for some AI literacy works, which may be helpful for people who do want to adapt or add some learning outcomes that have digital literacy, AI literacy, other literacies in general. Kelsey's kindly adding all kinds of things as we move along through the chat.

ANWEN:

Thank you, Kelsey. So I think I'm going to end the poll now. I think we've got just about everyone here and share the results. So we have a couple of people who have dropped learning outcomes. That's very interesting. There's two people. If you feel comfortable sharing in the chat what you've dropped, I think that'd be quite interesting to know. And you don't have to put the whole learning outcome, but maybe what it's about. I'd be curious to see what that is. Um, I have added learning outcomes. I've adapted my learning outcomes. People haven't considered it, so you're in my boat, even though I'm the learning outcome person, I'm like, Oh, yeah, learning outcomes, they probably need to be adapted. And then there's people who can't change their learning outcomes, which is absolutely valid, and that's why we put that there because we know that there are some people that don't, aren't in that position. So in that case, even if you can't change your learning outcomes, perhaps rethinking the assignment and the rubric and how things are weighted could be as we're going to talk about it a little bit later, could be the way that you could get around that not being able to change your learning outcomes. Um and being the person that would be in the I have not considered it thing, I'm being, Oh, yeah, maybe I should go back and see because maybe there's some learning outcomes that really don't really live very well in the world of AI, which is why I'm curious to see what people have dropped. So for example, a lot of the conversations we've had with people who are in programs where perhaps writing isn't actually the most important thing. We've said, do you need a learning outcome around how to be able to, you know, be an academic writer or, you know, maybe that doesn't need to be a learning outcome for your course. It could be something that certainly you address with your students, but maybe it's not worth as much or it's not a leading outcome. But I'm wondering if there's other things that people have dropped as well. It's very interesting. But it looks like a lot of you have actually looked at your outcomes or at least considered it and realized you can't change them, and there's been some adaptation as well, which would also be really interesting to hear about. Thank you. So we've gone through two parts of our framework here. We've looked at your familiarity with GenAI. We've looked at how you've looked at your learning outcomes, and now we're going to look at rethinking those assignment components.

JESSICA:

This is the AI assessment scale and there are others and this one is evolving with time too. There's a link to the original source and the journal article that explains this in greater detail. But it goes through the choice of No AI and explains a little bit about that's an assessment that relies solely on student knowledge and understanding and skill. And the No AI may be a challenging choice in some respects, just because, again, No AI doesn't mean that there's not a literacy discussion that happens in your learning space because AI appears in all kinds of ways even when it's not invited and sometimes it may be hard for students to know that they have made a choice for AI or it wasn't deliberate. So there's some discussion to be had in that. AI-assisted idea generation. This is often used and in discussions that people don't want to see that come up in the content, but in the final submission, but it might be part of a process creating structure, things like outlining, general ideas to get going on something and suggested improvements. Um, the AI-assisted editing again becomes complicated in some courses where that has editing and grammar has been a very important part of the course. Now these tools are so widely available. Um, with further capacity than you would have had in something like a Word document, for example, which also provides some assistance. AI completion, human evaluation. This is often used in a lot of classrooms and environments where I've seen AI being used and then evaluating the outputs. You're taking responsibility in that case. You're judging, you're evaluating, you're looking for. If the information is correct, you're still taking responsibility for the content, and the AI needs to be cited. And then Full AI use, which I haven't really come across in academic settings that there's a full... here you go, let's have it do it all throughout your assessment. This is the scale that you can have. There's some links in the chat and some contributions in the journal paper that talks about how you could incorporate this as a statement and then what other artifacts and some examples of that. There's examples that are on the blog at VIU that are part of the chat as well where you can see examples of how to phrase that in each assignment. But it really did stem from the course Anwen gave an overview, uh, early on in the ease of access of generative AI, course statements were being made. This is really getting specific to an actual assignment as students move from assignment to assignment, from class to class to provide clarity and to keep revisiting those discussions throughout a course and be specific at each assignment.

So now we're going to move on to rubrics and the types of rubrics, and I'm going to pass it over to Anwen to talk about rubrics.

ANWEN:

Yeah, so if we think about maybe I'll just go back to that slide again, if we think about these different levels. So if we put one of these statements or something similar to this statement onto an assessment, how does that then show up in our rubric? How are we then marking it? Because it's going to have an impact. So if I say, You can't use AI on this assessment, that's going to have to have an impact on how I'm going to mark that assignment because there are going to be things that AI can do really well, so I'm going to probably not want to mark those things, right? And there's going to be things that AI can't do well, and I'm probably going to want to put more emphasis on those things. I'm going to pick on Daniel for a second here, not pick on him, give him props. But one of the things I really liked in the rubric you showed us

yesterday was, and I don't know that you even spoke to this, but I noticed it in there, was the um, having variation in sentence structure in the writing. So these are English instructors we were speaking to yesterday. So writing is an important part, obviously. And that variation in sentence structure seems like such a simple thing, but it's so true. So in the rubric, you know, you're going to want to emphasize that and say, you know, this is an important part of your writing skill, and so you're going to get, you know, more marks if you have this integrated. There were many other things that were part of that rubric. But any of these choices that you make is going to then have an impact on how you're going to assess that assignment because this can't just stand alone. I think that's why the course level sort of syllabus statements, which are still important, don't get me wrong, also did not necessarily fill the role that we wanted them to because it's not just about putting the statement there. It's like the academic integrity statement. You can put the statement there, but unless you actually explain to students what that means, and there's something built into the structure of your course and the structure of your assessments and your rubrics that feed into that, then it's not really very useful. It's just something that's written there.

So getting to what we want to talk about today is the rubrics. So I'm sure many of you know, or all of you know that there are lots of different types of rubrics. And in some of the resources that we've shared, there's some analytic rubrics. I think there's a holistic rubric as well, and we're not going to have a lesson know what rubrics are, but as you know, it's a way to, you know, set out the criteria and then assess your students' work based on that pre-established criteria that presumably you have already shared with your students so they know what they're working towards. Then when you get to do the marking, you have your criteria already established. So we want to actually get you working on a rubric in the context of AI. So we're just going to focus on a single point rubric, and you may or may not have heard of single point rubrics. I really, really like them. They're kind of like a holistic rubric. But what they do is they have basically one criteria that is like this would be like that this is a good solid. You've done a good job. This is what I'm looking for. And then on one side, you have feedback that says, This is what you could improve in this category or This is how you just exceeded in this category. And so you might not be writing, you might not be writing feedback for all those categories or for every category. If someone hits the middle mark or, you know, hits, this is like an 80% or however you want to say it, you don't even have to put a percent on it. You say, Yep, this is great. This is what you did. And if they do really well, you give them feedback, and if they really suffered, you give them feedback. Not saying that it's a kind of rubric that you need to use, it's one that I really quite enjoy, and I quit using for certain things. But because of the simplicity of it, that's the type of rubric that we're going to get you to look at today. And think about it in the context of we're going to provide a little case study that Jessica is going to introduce in a second. And so that's where we're going to focus our energies. But I say also that this isn't the only kind of rubric you could make AI-able. There are other examples, and there's some really good ones in the um, the slide show that the framework has come from, there's some good examples in there of how they reworked rubrics. So I'm going to now pass it over to Jessica, and she's going to give you your task. And again, do not feel like you'll get an option to go into a breakout room. If you like working through things with people, that's great. Go into a breakout

room. If you don't want to, feel free to just take the task and work on it in your own time by yourself, and we'll just call everyone back. So please don't feel like you need to go into a breakout room, please do stay and work on the exercise if you don't want. Or do something else and come back to see our wrap up.

JESSICA:

Thanks, Anwen. An example assignment will be shared in the chat and I can see Kelsey has added that now in your groups. You'll work together to select the top three rubric criteria for the example assignment that's attached. And you'll select the top three and you're also going to talk about the question, what other artifacts will students need to submit for this particular assignment? I wanted to highlight that this assignment example was taken from TILT, which is a transparency in learning consortium that provide a whole bunch of examples of taking an assignment and being really clear about the purpose and how to go about it, which is a strategy in itself. In mitigating GenAI use in appropriate ways because you're really telling and being very clear to students about why they're doing something, how it's relevant to the course, how it connects back to the learning outcomes and how they're going to be assessed. I took that piece so you can go back to TILT and see the assignments. Anwen and I did add a GenAI statement and I just added in there and you'll see it doesn't really maybe fit so well. That's where we need this. What other artifacts will students need to submit? With the level of use, then the criteria also changes so the criteria came right from that example assignment. You'll go through that list. And then when you're finished, we're going to have another poll, and everybody can participate, but since you're working together to have a recommendation in your groups, if you would decide which person in the group would respond to the poll, then that will represent your group's decisions afterwards. So we're around for questions if they come up, but otherwise, you'll read through the attachment, you'll work together to the top three criteria and then you'll talk about other artifacts to submit, which will also be in the poll, but it will be a short answer. You have two parts of your task and one person to report. Yeah.

ANWEN:

Sorry, I think 15 minutes is what we 15 minutes. 15 minutes. We'll give you a 15 minutes. We'll come back at about 11:50 for the wrap up and see what you did and also the poll. I mean, the wrap. I'll shut up.

I think we have everyone back now. So I hope that was a good conversation that you had or those of you that worked individually were able to think through how you might adjust this assignment. So the first poll question we have for you is, What are your top three rubric criteria? So I believe yeah this is a multiple choice that you could check. So either as an individual or with their group. Interesting. 90. Got a clear support for the Can you clearly understand your current way of thinking about the concept? Lots of people interested in that. Not so much about quality of writing. That's a little bit lower down. Did you select a topic discussed in the course? Is a 38 interesting?

JESSICA: I think too, if that question didn't have proper grammar, spelling, etc., that might change the interpretation of that question too. Great.

ANWEN: That's true. That's a good pointer.

PARTICIPANT:

That's always something that I identify in my students' writing, and so that's I'm a pretty harsh marker. So that's important to me. I'm not sure about the rest of my group members. We were running out of time and had to make a decision. Sorry, group nine.

ANWEN: Fair enough. You reported back, so hey.

JESSICA:

Did you select a topic discussion in the course? which was at 41%, it's on the lower side too, not one of the top three. It's also interesting to think about too in the context of GenAI because it may be a topic of the course or some specific thing that is very specifically selected that GenAI wouldn't do a really great job at and you might want to give that more weight depending on that. We'll talk about that a bit more when we get to the rubric part, but this is interesting to see the yeah, their responses.

ANWEN:

It depends on how specific are the topics in the course as opposed to, is it a more general. Yeah. Okay, excellent. Hey, next poll. What other artifacts will students need to submit? I need to stop sharing that. Sorry.

HELENA: I don't know if you did share previously.

ANWEN: Didn't I? Oh, I'm sorry. My bad. We have eight answers. To make a few more. I'll give you a couple more seconds. There we go. I'll end that and share the results. Can you guys see the results now?

HELENA: This is where Kelsey shared.

ANWEN: Okay. Perfect. Oh, right, yes, thank you. We talked about this.

Sorry, guys. That's good. Can you see this well enough? I just need to change my view. There we go. Yes, there we go. Awesome. Ooh, this is cool. I like it. And feel free to jump in here, too, Jessica. So we have I love the word cloud, so we have a lot of draft is a big, big thing that's a really good way to have students show that they've actually been working on something. It's also something that we've talked to our students association around when there is a question of academic misconduct. If students can show their work, it's a way that they can use to protect themselves to say, yes, I have actually worked on that. So we've got versions in here, drafts a lot, citation, reflection is in there as well. An appendix perhaps. GenAI prompt with 0.4. I like

that, and I'm sure that's also fair. The original peer reviewed article and research notes. So yes, so that this article actually does exist. It's not just something that AI made up. Cover shit, cover shit Sorry, excuse me. [laughs] Cover sheets, describing GenAI platform, they used the purpose, how they used it, any feedback on the rules it gave them the results it gave them. I like that. A transparency declaration. Absolutely. So saying this is how I used it for this and this is a tool I used, Got drafts again, transcripts.

JESSICA:

Yeah. Now, in many instances and it was shared earlier in the chat, students can just share a link to their entire conversation too that they could add as well as part of that documentation.

ANWEN:

I see the thought process while completing the assignment. That's another big conversation we've been having is, what are we marking? Are we marking the process or are we marking the product? And sometimes we get caught up in the shiny product part of it and maybe the process is more important because that's where the learning is actually happening. I like that someone has written about that.

JESSICA:

And someone has added into the chat. I suspect more instruction is needed in this assignment on prompt generation. That's another side assignment. Very good point. That some rubrics might even, there's a package from the University of Toronto that we took the model from that has examples of this that's part of the rubric includes grades from the prompt.

ANWEN:

Excellent. Then Ki is written and if so, then the rubric may assess prompt generation. Absolutely. That's getting into that AI literacy element. If you are going to use this, what kind of prompts are using so that you can make sure the outputs that you're getting are good and can actually be used in a good way, not just stuff that it's spewed out. That's awesome. I'm going to stop sharing the poll, and I think I'm going to pan it over to Jessica to do the wrap up. Sure. What did we do, Jessica?

JESSICA:

What did we do? Well, this is an example of the one-point rubric where you have the criteria that is the standard performance right through the middle, and then you would just provide comments on either side, and it's more concise as Anwen mentioned before. We had in this example, and I won't go through our top three, but I think what I wanted to highlight is then you have the option of taking your top three, and providing that a heavier weight. You could even choose that one of these is a go or no go that may be selecting the topic from the course. If you've done something that's outside of the course, then maybe you don't continue on in the rubric and students try again, or you weight these heavily or you could choose. They could all have different weightings, but really that you really prioritize what your intentions are right at the top of the rubric and have the grading reflect what you want to see and students can then

use this to also review their own work and help you talk about GenAI, help guide students, and help facilitate those conversations about academic integrity. In that case, you're not worrying about policing or tracking or detecting, but something that has either met the criteria or not. And going right back to the model and talking about that knowledge and understanding of how GenAI works and its limitations and really using those limitations, to help guide you as well in placing what's now important and what might be continually changing. Yeah, just continuing that communication all the way through. Thanks everyone for your participation and your excellent comments. There were lots of questions and comments in advance of the session so that resource documents been created with a whole bunch of links to blogs and other resources to help answer some of those questions and we wish you a really great weekend and summer ahead and happy rubric making.

ANWEN:

That's awesome. Thank you, everyone. Thank you for your great contributions. I've learned a few good ideas from this. So thank you very much.

HELENA:

Thank you, Anwen Jessica and everyone. Have a wonderful summer. We'll have a few things on the calendar, but we want you to have a good restorative summer, so enjoy it.