



# 5 ACTIVITY TYPES DESIGNED USING GENERATIVE AI





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# 1. IMPROVE WRITING TECHNIQUES USING CHATGPT

## Activity Details



Individual Activity

### Weight

1 pt

### Objective

Watch this TikTok video (1.5 minutes) of Dr. Moore explain his thoughts on ChatGPT and how this new AI is changing how we teach writing: <https://vm.tiktok.com/ZMFgC6whr/>

- Students will leverage AI to automate writing an essay with a prompt provided by the professor and based on core course learning outcomes.
- In class, students will rewrite the AI generated paper to improve the quality of writing.

### Instructions

*This activity has three stages to complete. Check the schedule to the right of your screen to note the deadlines to submit for each stage. You will also receive email reminders when the stages open and when the deadlines are approaching. If you provide your phone number in Account Settings, you can opt in to receive text message reminders, too. If you have any questions about using Kritik, please contact the Support team by accessing the live chat in the bottom right corner. They're happy to help!*

### Create

Use [OpenAI ChatGPT](#) to generate a paper on [professor to insert prompt].

For each paragraph, make suggestions for where you can edit the writing to improve its quality. Submit both the original AI-generated paper, as well as your visible edits to improve the writing.

## RUBRIC: IMPROVING WRITING TECHNIQUES

CRITERIA	LEVEL 0 ☆☆☆	LEVEL 1 ★☆☆	LEVEL 2 ★★☆	LEVEL 3 ★★★	WEIGHT
	NOVICE	INTERMEDIATE	PROFICIENT	ADVANCED	
<b>Concept Understanding</b>	Demonstrates many misconceptions. Incorrect and unsupported information are presented in the essay	Demonstrates incomplete and/or incorrect understanding of important concepts. Important information is left out or are inaccurate. The essay includes disreputable opinions	Demonstrates complete understanding of important concepts but leaves some parts out. Does not provide new insights. The essay includes few inaccurate fact but information is based on evidence	Demonstrates a thorough understanding of the concept. Provides a new analysis and new insights. All the information and facts are accurate and based on evidence	30
<b>Creative and Critical Thinking</b>	The author did not synthesize any original concepts	The author synthesized very few original concepts having inappropriate connections	The author synthesized some original concepts and proposed some new perspectives	The author synthesized original concepts, honoured multiple perspectives and made thoughtful connections	15
<b>Innovative Thinking</b>	The essay demonstrates no innovative thinking	Some new ideas are mentioned but are ambiguous or irrelevant to the concept	The author presents some new ideas in relation to the concept	Author puts the concept in an innovative perspective and introduces novel ideas	10
<b>Clarity of Thoughts</b>	Central idea and the purpose of the essay are unclear	Central idea is not expressed clearly. Minimal sense of purpose is present in the essay	Central idea is developed. The purpose is clear in most of the essay. There are minor unclear segments present	Well developed central idea. Clarity of the purpose is demonstrated throughout the essay	10
<b>Organization</b>	The essay has no focus, it contains fragments and is very difficult to follow. Essay is unorganized and incomplete. Introduction, body and/or conclusion are missing/unclear	The essay lacks focus and has an unrelated and incorrect choice of words which distracts the reader. Essay is missing important parts that makes it confusing for the reader	The essay is consistent with the central idea. There are minor error in the choice of words. Essay is complete. Missing minimal information	The essay is smooth, coherent and consistent with the central idea. It has a sophisticated choice of words. Essay is complete. With an excellent introduction, body and conclusion present	10
<b>Evidence of Improvements</b>	The essay does not have any evidence of improvements	Some improvements have been attempted, but in an inconsistent style	Improvements are evident and consistent throughout the essay	The essay has clearly and consistently been improved	25

## 2. ETHICAL REFLECTION ACTIVITY USING CHATGPT

### Activity Details ▼



Individual Activity

#### Weight

**1 pt**

#### Objective

Students will evaluate the ethical aspects of using technology such as [OpenAI ChatGPT](#) and identify social implications associated with innovative tech.

#### Instructions

*This activity has three stages to complete. Check the schedule to the right of your screen to note the deadlines to submit for each stage. You will also receive email reminders when the stages open and when the deadlines are approaching. If you provide your phone number in Account Settings, you can opt in to receive text message reminders, too. If you have any questions about using Kritik, please contact the Support team by accessing the live chat in the bottom right corner. They're happy to help!*

#### Create

Watch the below TikTok videos discussing the rise of AI in the field of education and start to reflect on the ethical implications involved.

<https://vm.tiktok.com/ZMFg4SwqF/>

Write a brief reflection explaining your opinion on the potential ethical implications of using tech such as [OpenAI ChatGPT](#). What are the potential societal benefits? Present your reflection as a narrated visual infographic.

#### Late Submissions ?

Late submissions are accepted automatically and will be tagged as late

## RUBRIC: ETHICAL REFLECTION

CRITERIA	LEVEL 0 ☆☆☆	LEVEL 1 ★☆☆	LEVEL 2 ★★☆☆	LEVEL 3 ★★★★	WEIGHT
	NOVICE	INTERMEDIATE	PROFICIENT	ADVANCED	
<b>Critical Thinking</b>	The author did not synthesize any original concepts. Missing a critique on ethical implications	The author synthesized very few original concepts having inappropriate connections. Minimal critique on ethical implications. For example, only one implication is mentioned	The author synthesized some original concepts and proposed some new perspectives. Clear critique of relationship between ethical and societal implications and technology	The author synthesized original concepts, honoured multiple perspectives and made thoughtful connections. Clear, well-formed critique of relationship between ethical and societal implications and technology	20
<b>Analysis</b>	Response completely lacked a thoughtful analysis with novel ideas which make connections to course content.	Response lacked some thoughtful analysis with novel ideas which make connections to course content.	Response partially demonstrated a thoughtful analysis with novel ideas which make connections to course content.	Response demonstrated a thoughtful analysis with novel idea which make connections to course content.	20
<b>Positioning</b>	Response is unorganized and incomplete. No clear view, judgment or opinion is formed	Response is missing important parts that makes it confusing for the reader. An opinion is present, but not fully formed .	A fairly clear view, judgment or opinion is formed. Missing minimal information.	The aspects of topic were thoroughly addressed. A clear view, judgment or opinion is formed.	20
<b>Relevance</b>	No connections formed between the social implications and ethical considerations of innovative technology	At least one connection between a societal and ethical consideration is formed	A few connections between a societal and ethical consideration are formed	Clear, well-formed connections drawn between social and ethical implications of technology	20
<b>Clarity of Thoughts</b>	Central idea of responses are unclear in all parts of the response.	Central idea is not expressed clearly in most responses. Minimal sense of purpose is present in the question responses.	Central idea is developed. The purpose is clear in most of the essay. There are minor unclear segments present	Well developed central idea. Clarity of the purpose is demonstrated throughout the essay	10
<b>Visual Aid</b>	Presentation did not use any visuals to support the information provided.	Choice of visuals were irrelevant or distracting to the presentation. Provides an insucient amount of time to absorb the material.	Choice of visuals were appropriate. Provides an adequate amount of time to absorb information on visuals/materials.	Choice of visuals is effective and enhanced the presentation. Provides an ample amount of time to absorb information on visuals/materials	10

## 3. EXPLAIN THE SIGNIFICANCE USING CHATGPT

### Activity Details ▼



Individual Activity

#### Weight

1 pt

#### Objective

- Students will leverage AI to automate information consumption.
- Students will demonstrate their understanding of key course concepts by identifying them and analyzing the significance to overall course learning outcomes.
- Students will create an engaging video to demonstrate knowledge transfer by explaining the significance of core course concepts and drawing connections to the real world.

#### Instructions

*This activity has three stages to complete. Check the schedule to the right of your screen to note the deadlines to submit for each stage. You will also receive email reminders when the stages open and when the deadlines are approaching. If you provide your phone number in Account Settings, you can opt in to receive text message reminders, too. If you have any questions about using Kritik, please contact the Support team by accessing the live chat in the bottom right corner. They're happy to help!*

#### Create

Watch these TikTok videos discussing the future of education with the introduction of AI like [OpenAI ChatGPT](#):

<https://vm.tiktok.com/ZMFg57tqf/>

<https://vm.tiktok.com/ZMFgC6whr/>

Use [OpenAI ChatGPT](#) to generate a short answer response (approximately 3 paragraphs) on [professor to insert core course concept and question].

For each paragraph, explain the significance to [insert course learning objective]. Draw on relevant examples from 2022-2023 to support your claims.

### **Evaluate**

Using the rubric provided, anonymously assess the creations of 3 of your peers. Provide detailed written evaluations for each, and include specific examples of what was done well and what could be improved.

### **Feedback**

Rate the effectiveness of each received anonymous peer evaluation. How critical was the evaluation? How motivational was the evaluation? What was done well by the evaluator and what could have been improved to strengthen the evaluation?

### **Late Submissions**

Late submissions are accepted automatically and will be tagged as late





## RUBRIC: EXPLAIN THE SIGNIFICANCE

CRITERIA	LEVEL 0 ☆☆☆	LEVEL 1 ☆☆☆	LEVEL 2 ☆☆☆	LEVEL 3 ☆☆☆	WEIGHT
	NOVICE	INTERMEDIATE	PROFICIENT	ADVANCED	
<b>Critical Thinking</b>	The author did not synthesize any original concepts	The author synthesized very few original concepts having inappropriate connections	The author synthesized some original concepts and proposed some new perspectives	The author synthesized original concepts, honoured multiple perspectives and made thoughtful connections	20
<b>Analysis</b>	Response completely lacked a thoughtful analysis with novel ideas which make connections to course content.	Response lacked some thoughtful analysis with novel ideas which make connections to course content.	Response partially demonstrated a thoughtful analysis with novel ideas which make connections to course content.	Response demonstrated a thoughtful analysis with novel idea which make connections to course content.	20
<b>Completeness</b>	Response is unorganized and incomplete. Did not respond to any of the questions.	Response is missing important parts that makes it confusing for the reader. Only a part of the questions were thoroughly	Response is near complete. Missing minimal information.	All aspects of discussion question(s) were thoroughly addressed.	10
<b>Accuracy</b>	Incorrect and unsupported information are presented in the response	Important information is left out or are inaccurate. The essay includes disreputable opinions	The essay includes few inaccurate fact but information is based on evidence	All the information and facts are accurate and based on evidence	10
<b>Recent, Relevant Connections</b>	No statements are made in the application of the subject to the real world	Positions weak or incorrect suggestions in the applications of the subject to the real world. Or examples are from 2021 and prior years	Positions general suggestions in the application of the subject to real world. Examples are relevant from 2022-2023.	Strong relevant examples from 2022-2023 are suggested and applied	10


## RUBRIC CONT'D: EXPLAIN THE SIGNIFICANCE

CRITERIA	LEVEL 0 ☆☆☆	LEVEL 1 ☆☆☆	LEVEL 2 ☆☆☆	LEVEL 3 ☆☆☆	WEIGHT
	NOVICE	INTERMEDIATE	PROFICIENT	ADVANCED	
Delivery	Central idea is unclear in all parts of the response. Presenter is unprepared and delivers ideas poorly. No eye contact and gestures were used to support the presentation.	Central idea is not expressed clearly in most responses. Minimal sense of purpose is present in the question responses. Presenter is partially prepared and delivers ideas with a strong dependence on notes. Minimal eye contact and gestures were made to support the presentation.	Central idea is developed. The purpose is clear in most of the response. There are minor unclear segments present. Presenter is prepared and delivers ideas with some dependence on notes. Eye contact and gestures are natural and presents an adequate amount of enthusiasm.	Well developed central idea. Clarity of the purpose is demonstrated throughout the response. Presenter is very well prepared and delivers ideas in a concise manner. Use of gestures, body language and eye contact demonstrate the speaker's energy and interest.	20
Visual Aid	Presentation did not use any visuals to support the information provided.	Choice of visuals were irrelevant or distracting to the presentation. Provides an insufficient amount of time to absorb the material.	Choice of visuals were appropriate. Provides an adequate amount of time to absorb information on visuals/materials.	Choice of visuals is effective and enhanced the presentation. Provides an ample amount of time to absorb information on visuals/materials	10

## 4. EXPLAIN THE CONCEPT USING CHATGPT

### Activity #1

#### Activity Details ▼

 Individual Activity

#### Weight

**1 pt**

#### Objective

To achieve a deeper level of learning by teaching a concept from our course. And to effectively evaluate your peers' work by using higher-order thinking.

#### Instructions

#### Instructions

1. Review Chapters 1 and 2 material in the notes or textbook.
2. Make a short video (3 to 6 minutes long) explaining your assigned concept in a way that a friend that has never taken ECON 282 could understand . Find your assigned concept at the bottom of this page (e.g., Topic A or Topic B)
3. You are allowed to use AI tools, [such as ChatGPT](#), to help you make your video. However, you must cite any AI resource you use and use quotation marks if you are directly quoting any AI text.
4. Evaluate four of your classmates' videos on the Kritik platform after the creation due date ). *Make sure you read the full rubric before evaluating; you should only give perfect scores to videos that go above and beyond.*
5. Provide feedback to your evaluators after the evaluation due date

**Topic A (GDP):** Make a video explaining GDP. In your video, you have to explain GDP and how it is calculated. You will also have to create an example (with a solution) of how to calculate GDP using data (include citation) from 2022 to help explain the concept (the example on page 47 in the textbook can act as guidance). In the evaluation stage, you will be evaluating topic B videos.

**Topic B (Labour Statistics):** Make a video explaining Labour Statistics. In your video, you will have to explain employment, unemployment, labour force, and the unemployment rate. You will also have to create an example (with a solution) of how to calculate the unemployment rate using data from 2022 (include citation) to help explain the concept (the example on page 61 in the textbook can act as guidance). In the evaluation stage, you will be evaluating topic A videos.

#### Multi-topic

Each student has been assigned one of two topics for this activity, A or B.

#### Evaluator Notes

**i Evaluator Only** - Students will see notes only after the evaluation stage starts.

*These notes are intended to help you evaluate the videos and to point out any mistakes in the AI script linked to in the instructions so you can check to see if the video presenter repeated that mistake. Make sure the video provided an example and/or used data from 2022 or 2023 AND provided a citation to confirm the accuracy of the example or data.*

**Topic A (GDP) AI Errors:** No major errors with the AI script for this topic. A minor issue was the AI used the old expenditure approach but students should not lose marks for using the old approach.

**Topic B (Labour Statistics) AI Errors:** "They are considered unemployed even if they have given up looking for work" is wrong. Unemployed are those who were available for work and had looked for work in the past four weeks. No other major errors with the AI script for this topic.

#### Late Submissions

No late submissions permitted

## RUBRIC: EXPLAIN THE CONCEPT

CRITERIA	LEVEL 0 ☆☆☆	LEVEL 1 ★☆☆	LEVEL 2 ★★★	LEVEL 3 ★★★★	WEIGHT
	NOVICE	INTERMEDIATE	PROFICIENT	ADVANCED	
<b>Use of Course Concepts to Improve the AI's Answer</b>	The video did not explain the assigned concept (e.g. Topic A/B), and/or the submission is blank, or plagiarized, or not related to this activity.	The video does a poor job using course concepts to improve the original script created by the AI. The video creator has a poor understanding of this concept. There were many mistakes in the video.	The video does a good job using course concepts to improve the original script created by the AI, and the video demonstrates that the video creator has a good understanding of this concept. There were few or no mistakes in the video.	The video does an exceptional job using course concepts to improve the original script created by the AI, and the video demonstrates that the video creator has an outstanding understanding of this concept. There were no mistakes in the video.	25
<b>Explaining the Concept</b>	The video did not explain the assigned concept (e.g. Topic A/B), and/or the submission is blank, or plagiarized, or not related to this activity.	The video does a poor job teaching the concept. It was quite difficult to understand the content of the explanation and I am left with many questions about this concept.	The video does a good job teaching the concept. It was fairly easy to understand the content of the explanation and I am left with few questions about this concept.	Choice of visuals is effective and enhanced the presentation. Provides an ample amount of time to absorb information on visuals/materials	25
<b>Communication</b>	The video did not explain the assigned concept (e.g. Topic A/B), and/or the submission is blank, or plagiarized, or not related to this activity.	The video does a poor job of communicating the content. It was quite difficult to understand the video.	The video does a good job clearly communicating the content. It was fairly easy to understand the video but, at times, the video was not engaging.	The video does an exceptional job clearly communicating the content. The video did a superb job engaging the viewer.	25


## RUBRIC CONT'D: EXPLAIN THE CONCEPT

CRITERIA	LEVEL 0 ☆☆☆	LEVEL 1 ★☆☆	LEVEL 2 ★★★	LEVEL 3 ★★★★	WEIGHT
	NOVICE	INTERMEDIATE	PROFICIENT	ADVANCED	
Using 2022 or 2023 Examples in Teaching Concept	The video did not provide a real-world example, or the real-world example was not from 2022 or 2023, and/or the video did not explain the assigned concept (e.g. Topic A/B), and/or the submission is blank, or plagiarized, or not related to this activity.	The video did a poor job of finding an interesting and relevant real-world example from 2022 or 2023 that helps explain the concept. It was quite difficult to understand the example and how it related to teaching the concept.	The video did a good job of finding an interesting and relevant real-world example from 2022 or 2023 that helps explain the concept. It was fairly easy to understand the example and how it related to teaching the concept.	The video did a superb job of finding an interesting and relevant real-world example from 2022 or 2023 that helps explain the concept. could easily understand the example and how it related to teaching the concept.	15
Video Length	The video was not between 3 and 6 minutes in length, and/or the video did not explain the assigned concept (e.g. Topic A/B), and/or the submission is blank, or plagiarized, or not related to this activity.	The video was between 3 and 6 minutes in length.			10

## 5. EXPLORING CREATIVE AI USING DALL-E2

### Make AI art - Intro to Kritik

#### Activity Details ▼

 Individual Activity

Weight

**10 pts**

Objective

Have fun with DALL-E2 AI art while learning about the Kritik process.

Instructions

***Create a piece of AI ART that teaches us about your favorite thing(s) or activities using only [DALL-E2](#)***

Use the DALL-E2 free AI art tool to create a piece of art that teaches us about your favorite thing(s) or activities.

Once you have created your DALL-E2 art then submit:

1. The exact description you used to create the art in the AI system. For example:
  - "A 55 year old white man who is playing pickleball in the snow with a knee brace and a headband that is red, white and blue". (see image below).
2. The image you decided to use that the AI created. Download the art from the AI tool and then upload it here on Kritik.

DALL-E2 link - [Here](#).

How to best use tool article - [Here](#). (Note there are many articles out there, this is just one)

***If you have any questions about using Kritik, please contact the Support team by accessing the live chat in the bottom right corner. They're happy to help!***

## RUBRIC: EXPLORING CREATIVE AI

CRITERIA	LEVEL 0 ☆☆☆	LEVEL 1 ☆☆☆	LEVEL 2 ☆☆☆	LEVEL 3 ☆☆☆	WEIGHT
	NOVICE	INTERMEDIATE	PROFICIENT	ADVANCED	
Student created the art using DALL-E2	Did not use DALL-E2	The art is messy, contains errors, or is difficult to read.	The art is neat and colorful and easy to read.	The art is easy to understand and makes sense based on the description used.	80
Creativity of instructions given to AI	Student was not creative in the description they gave to the AI.	Student was somewhat creative in the description they gave to the AI.	Student was creative in the description they gave to the AI.	Student was VERY creative in the description they gave to the AI.	10
Uploaded art effectively to Kritik	Did not post their art.	Posted art.			10



# CHATGPT PROMPTS FOR INSTRUCTORS TO USE

## 1. WRITING A LEARNING OBJECTIVE

Learning objectives provide direction for your students and help them measure success by the end of the assignment. ChatGPT can provide suggestions for learning objectives that are relevant to any discipline and level of higher education. We recommend that you use generated learning objectives as a starting point and tailor them as needed to your course content.



write a learning objective for a first year university physics course




Learning Objective: By the end of the course, students will be able to apply the fundamental principles of mechanics, electromagnetism, and thermodynamics to solve quantitative problems and make predictions about physical phenomena. Specifically, students should be able to:



1. Understand and apply the concepts of position, velocity, acceleration, force, and energy in one and two-dimensional motion.
2. Understand and apply the laws of motion, including Newton's laws, and the principles of conservation of energy and momentum.
3. Understand the properties of waves, including the wave-particle duality, and apply the principles of wave mechanics to explain physical phenomena such as interference and diffraction.
4. Understand the principles of electromagnetism, including electric and magnetic fields, and apply them to analyze and predict the behavior of electric and magnetic systems.
5. Understand the principles of thermodynamics, including the laws of thermodynamics, and apply them to analyze and predict the behavior of physical systems, including heat engines and refrigerators.

A benefit to using ChatGPT is that it can improve its generated responses. If you think the learning objectives can be improved, you can provide a follow-up prompt instructing ChatGPT to "rewrite" a previous answer with more specific guidelines, like in the example below:

 re-write objective 1 but for graduate level students. Incorporate higher order thinking skills and use Bloom's Taxonomy




Learning Objective: By the end of the course, graduate level students will be able to analyze and evaluate complex physical phenomena using advanced principles of mechanics. Specifically, students should be able to:



1. Evaluate the physical significance of the mathematical representations of one and two-dimensional motion, and analyze their limitations in complex systems. This requires the use of higher order thinking skills such as analysis, synthesis, and evaluation, as well as the application of the principles of mechanics in novel situations.
2. Analyze the mathematical models of motion using Lagrangian and Hamiltonian formalisms, and evaluate their usefulness in solving complex problems in classical mechanics. This requires the use of advanced mathematical skills and critical thinking, as well as the ability to apply theoretical concepts to real-world situations.
3. Synthesize the principles of special and general relativity to analyze the behavior of objects moving at high speeds and in the presence of gravity. This requires a deep understanding of the fundamental principles of physics, as well as the ability to apply them to complex systems and evaluate their predictions.
4. Evaluate the principles of quantum mechanics and their implications for the behavior of particles at the subatomic level. This requires the use of advanced mathematical skills, critical thinking, and the ability to analyze and evaluate experimental evidence in light of theoretical predictions.

## 2. CREATING ACTIVITIES

By inputting a prompt about a topic or theme, ChatGPT can provide suggestions for learning activities that incorporate multimedia, game-based learning, and collaborative learning. You can specify what discipline and level the activity should be directed towards.

 create a peer assessment learning activity appropriate for an MBA level International Business course where students analyze case studies. Provide a detailed rubric to be used during peer assessment with no more than 6 criteria and with 4 levels of achievement starting at 0, in a table format.




### Peer Assessment Activity: International Business Case Study Analysis



Objective: To provide students with an opportunity to analyze and evaluate international business case studies and receive constructive feedback from their peers.

Instructions:

1. Each student will choose a case study related to international business and analyze it, focusing on key concepts such as globalization, cultural differences, cross-border trade, and multinational companies.
2. Students will present their analysis to the class and be prepared to discuss their findings and recommendations.
3. Following each presentation, each student will be required to provide peer assessments of the other presentations, using the rubric provided below.

 Create 5 questions that students can use to reflect on their performance in an upper-year phonetics course



1. What were some of the most challenging concepts or topics covered in the phonetics course? How did you approach learning these concepts, and what strategies did you use to overcome any difficulties you encountered?
2. In what ways did your understanding of phonetics evolve over the course of the semester? Can you identify any specific moments or experiences that helped you to deepen your understanding of the subject matter?
3. What were some of the most valuable skills you developed over the course of the semester? How do you plan to apply these skills in your future studies or career?
4. Looking back at your assignments and assessments, what are some areas where you feel you excelled, and what are some areas where you could have improved? What steps can you take in the future to build on your strengths and address any weaknesses?
5. What aspects of the course did you find most engaging or interesting? Are there any topics or areas of phonetics that you would like to explore further in your studies or research?



JI

Generate a learning activity for a graduate-level history class that assesses students' understanding of the causes and consequences of the Industrial Revolution



Here's an example learning activity for a graduate-level history class that assesses students' understanding of the causes and consequences of the Industrial Revolution:



Title: Analyzing Primary Sources on the Industrial Revolution

Objective: To demonstrate an understanding of the causes and consequences of the Industrial Revolution through the analysis of primary sources.

Instructions:

1. Divide the class into small groups of 3-4 students.
2. Provide each group with a set of primary sources related to the Industrial Revolution, such as letters, diaries, government reports, newspaper articles, or industrial documents.
3. Ask each group to analyze the primary sources and answer the following questions:
  - What were the main causes of the Industrial Revolution, according to these sources?
  - What were the key consequences of the Industrial Revolution, according to these sources?
  - How do these sources support or challenge existing historical interpretations of the Industrial Revolution?
4. Give the groups time to discuss and analyze the sources, and encourage them to use critical thinking and historical analysis skills to interpret the sources.
5. Ask each group to present their findings to the class, highlighting the main causes and consequences of the Industrial Revolution, as well as any insights or challenges they encountered while analyzing the sources.
6. Facilitate a class discussion on the causes and consequences of the Industrial Revolution, using the groups' findings and insights as a starting point.
7. Finally, ask each student to write a short reflection paper on their learning experience, focusing on what they learned about the causes and consequences of the Industrial Revolution, how they applied historical analysis skills to the primary sources, and what insights or challenges they gained from the activity.

### 3. DESIGNING RUBRICS

ChatGPT can generate rubrics for multiple criteria with multiple levels for any course.

**J** Generate rubric for peer assessment in introductory chemistry course with four criteria and four levels



Sure, here's an example rubric for peer assessment in an introductory chemistry course, with four criteria and four levels:



Criteria	Level 1	Level 2	Level 3	Level 4
Concept Mastery	Demonstrates limited understanding of key concepts and principles.	Demonstrates partial understanding of key concepts and principles.	Demonstrates consistent understanding of key concepts and principles.	Demonstrates thorough and deep understanding of key concepts and principles.
Accuracy	Shows frequent errors in calculations or problem-solving.	Shows some errors in calculations or problem-solving.	Shows few errors in calculations or problem-solving.	Demonstrates high degree of accuracy in calculations or problem-solving.
Communication	Communicates ideas and results unclearly or incompletely.	Communicates ideas and results with some clarity and completeness.	Communicates ideas and results with clarity and completeness.	Communicates ideas and results with exceptional clarity and completeness.
Collaboration	Does not participate actively in the group or frequently creates conflicts.	Participates in the group but occasionally creates conflicts.	Collaborates effectively with the group to achieve shared goals.	Demonstrates exceptional collaboration skills and helps group members achieve shared goals.

🔄 Regenerate response

**J** Generate a rubric for a second year sociology course with 3 criteria and 4 levels in a table format



Sure! Here's an example rubric for a second year sociology course with three criteria and four levels, presented in a table format:



Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Critical Thinking	Consistently demonstrates exceptional critical thinking skills, including the ability to analyze and evaluate complex social phenomena, draw insightful conclusions, and develop compelling arguments based on evidence.	Demonstrates good critical thinking skills, including the ability to analyze and evaluate social phenomena, draw reasonable conclusions, and develop coherent arguments based on evidence, with only occasional lapses in logic or evidence.	Demonstrates basic critical thinking skills, but may struggle to analyze and evaluate social phenomena, draw conclusions, or develop arguments based on evidence, and may make frequent lapses in logic or evidence.	Shows minimal evidence of critical thinking skills, with an inability to analyze and evaluate social phenomena, draw conclusions, or develop arguments based on evidence, and frequent lapses in logic or evidence.



Research and Writing	Consistently produces exceptional research and writing, demonstrating a deep understanding of sociological theories, concepts, and research methods, and effectively applying them in the analysis of social phenomena, with clear, well-organized, and grammatically correct writing.	Produces good research and writing, demonstrating a solid understanding of sociological theories, concepts, and research methods, and effectively applying them in the analysis of social phenomena, with generally clear, well-organized, and grammatically correct writing, with only occasional errors	Produces basic research and writing, but may struggle to apply sociological theories, concepts, and research methods effectively in the analysis of social phenomena, and may make frequent errors or oversights in writing, organization, or grammar.	Produces writing that is often unclear, disorganized, or grammatically incorrect, and struggles to apply sociological theories, concepts, and research methods effectively in the analysis of social phenomena, with frequent errors or oversights.
Engagement and Participation	Consistently demonstrates exceptional engagement and participation in class, including active and insightful contributions to class discussions and debates, respectful and constructive engagement with peers, and a willingness to learn from others.	Demonstrates good engagement and participation in class, including active and constructive contributions to class discussions and debates, generally respectful engagement with peers, and a willingness to learn from others, with only occasional lapses in engagement or respect.	Demonstrates basic engagement and participation in class, but may struggle to contribute actively or constructively to class discussions and debates, and may display limited respect or willingness to learn from others, with frequent lapses in engagement or respect.	Shows minimal engagement and participation in class, with an inability to contribute actively or constructively to class discussions and debates, and a lack of respect or willingness to learn from others, with frequent lapses in engagement or respect.



## TRANSFORMING STUDENTS INTO CRITICAL THINKERS

Kritik is the **#1 peer learning platform** to engage students, increase student interactions, and reduce turnaround time on feedback.



Get started today!

[Kritik.io/demo](https://kritik.io/demo)

