IED04

COMPARATIVE ANALYSIS OF STUDENT AUTHORED AND STUDENT AI GENERATED WRITTEN ASSIGNMENTS

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Abstract

It is important that faculty equip students to responsibly utilize generative artificial intelligence (AI). The goal of this study was to help students recognize both the power and current limitations of using AI in a common management task. This study began with a pilot of 17 students in Summer 2024, followed by 90 students in Fall 2024. Students were provided with a description of a family owned grocery store, and a summary of the activities a particular department manager (e.g., produce, deli). This setting was chosen because most students have some experience in a grocery store. They were assigned the role of the store owner/manager, and required to write a performance evaluation of the department manager. The instructions made no mention of AI. After submission, they completed a survey regarding their prior experience with AI. Next they were given a summary of the activities of a different department manager, and required to complete this performance evaluation using only AI. Lastly, they were given another survey to reflect on the applicability of AI for performance evaluation. Most students had not used AI for the initial evaluation, and concluded that AI could serve a useful purpose in drafting a performance evaluation, but felt that the AI generated evaluation lack the appropriate "voice", or didn't sound right. Others believed that it was inappropriate to use AI for such a personal personnel matter. Both performance appraisals were evaluated with an assessment rubric, and differences between the two analyzed.

Conference Track

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