

The impact of an AI-Driven Discussion Platform on Students' Outcomes

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Abstract

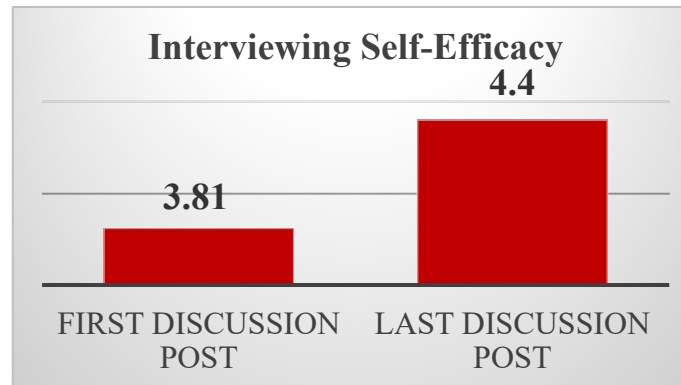
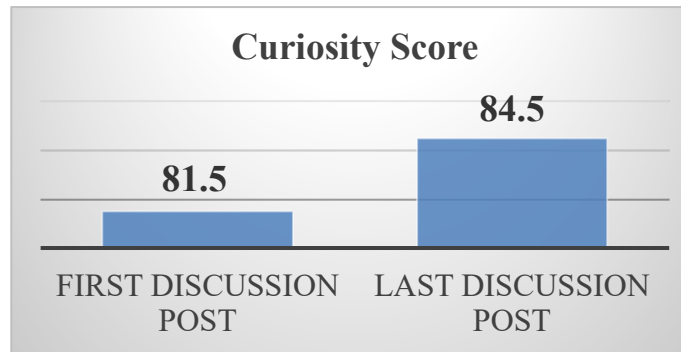
Asynchronous online discussions are often at the core of most online courses. Instructors use them as important tools for student-to-student engagement to foster different student outcomes. This study used an AI-supported discussion platform, Packback, to develop students' critical thinking skills and promote engaging and meaningful discussions.

Method

This project was conducted in an asynchronous online upper-level elective course, Compensation and Benefits, HRM444. Each student was asked to complete six discussions during the semester using Packback, an AI-supported discussion platform. Packback assigned a "Curiosity Score" based on three different quality factors: depth, credibility and presentation of their posts, as determined by word count, sentence structure, citations and formatting. Students also completed a survey at the beginning and at the end of the semester to measure their interviewing self-efficacy.

Results

The quality of their posts, as measured by the curiosity score, improved. Also, their average interviewing self-efficacy increased.



Discussion

Packback gives students real-time feedback on the quality of their posts, encouraging them to ask effective open-ended questions at higher levels of Bloom's taxonomy. Furthermore, Packback serves as an equity tool by providing a personalized learning experience to each student, thereby promoting academic success for all students irrespective of their background and unique skill set.

Reference

McMurtrie, B. (2018). How artificial intelligence is changing teaching. *The Chronicle of Higher Education*, 1-7.

Acknowledgements

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