

Assignment #1: Discussion Board - WSSU Scenario

Discussion Board

Read over the two scenarios below. Both of these are potential applications of AI in administrative roles at WSSU. Each scenario has three questions about it. **Your assignment is to choose one scenario (A or B) and post a thoughtful answer to one of the associated questions.** You should also respond to at least one other person's comment in the thread. This assignment is intended to get you to think about the "behind-the-scenes" work that uses your information to categorize you and make predictions about your future. WSSU already performs both the tasks in these scenarios, just without AI... yet. If AI allows better predictions and can target students who need specific guidance, this may very well become a reality. You should have a say in that, so please make sure to take a little time to think about your response. For this assignment, consider the following two scenarios: **Post your answer as a reply to one of the six replies (A-1, A-2, A-3, etc.) I have created below.**

[A] WSSU Admissions wants to build an AI-based model to predict which incoming students will graduate from WSSU vs. which will leave without finishing their degree.

A-1. How would you construct an example dataset to train the model? What characteristics would you give the models to use to make predictions?

A-2. Besides the student application materials, what other sources of information could the university use to make predictions of graduation success?

A-3. Assess the ethical issues with the admissions system in scenario A. Use the [Montreal Declaration](#). [Links to an external site.](#)

[B] WSSU Career Services wants to build an AI-based model to predict which students will be offered jobs from employers recruiting on campus at events like the Career Fair or Scholarship Day.

B-1. How would you construct an example dataset to train the model? What characteristics would you give the models to use to make predictions?

B-2. Besides the academic transcript are there other sources of information (attributes) that Career Services could use to help predict which students receive job offers?

B-3. Assess the ethical issues that could arise with the AI-based systems described in scenario B. Use the [Montreal Declaration](#). [Links to an external site.](#)

Assessment

The student's work will be assessed using the AAC&U Ethical Reasoning VALUE Rubric available at VALUE Rubrics - Ethical Reasoning | AAC&U (aacu.org)

For this assignment, one evaluation criterion of the ER Value Rubric was utilized which is Ethical Issue Recognition. For convenience, the AACU Value Rubric is also provided below:

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.