Facilitator Guide

Using the AI Capability in Practice Quiz

Purpose of this guide
This guide supports educators, facilitators, and professional leads in using the *AI Capability in Practice* quiz as a **learning and discussion tool**, not as a test or certification instrument.
The quiz is designed to surface **judgement, reasoning, and assumptions** about AI use in real professional contexts across education, research, and public service.

What this quiz is (and is not)
This quiz is:
- Scenario-based and discussion-led
- Focused on judgement, ethics, governance, and decision-making
- Suitable for education, research, and public service contexts
- Designed to support reflection and shared sense-making

This quiz is not:
- A technical AI knowledge test
- A compliance checklist
- A pass/fail assessment
- A measure of individual performance

Making this distinction explicit helps establish **psychological safety** and encourages honest discussion.

Recommended session formats
Option 1: Small-group discussion (60–90 minutes)
Best for: seminars, staff development, workshops
1. Divide participants into small groups (3–5 people)
2. Assign one or two domains (5–10 questions) per group
3. Ask groups to:
   - identify the *best response*
   - discuss why other options may be incomplete or risky
   - note where opinions differed
4. Bring groups together to compare reasoning

Focus on *how* decisions were justified, not on scores.

Option 2: Individual reflection + group synthesis (45–60 minutes)
Best for: CPD sessions, leadership discussions
  1. Participants complete selected questions individually
  2. Ask them to note:
     o questions they found difficult
     o assumptions they noticed in their own reasoning
  3. Facilitate a whole-group discussion using the prompts provided
This format works well where participants hold different roles or levels of responsibility.

Option 3: Teaching or student use
Best for: undergraduate or postgraduate contexts
  • Use selected questions as:
     o seminar activities
     o formative assessment
     o pre-class preparation
  • Encourage justification of answers rather than correctness
  • Invite students to contextualise scenarios within their discipline or profession

---

Using the scoring rubric (if at all)
Use of the scoring rubric is **optional** and should only be adopted where it supports learning and reflection.
If used, it should support:
  • self-awareness
  • group discussion
  • identification of development priorities
It should **not** be used to:
  • rank individuals
  • certify competence
  • enforce thresholds
A common approach is to:
  • score at the *domain level* rather than per question
  • compare patterns rather than totals
  • discuss imbalances across domains

Facilitation tips
  • Expect disagreement — this is a *feature*, not a problem
  • Ask "why?" more often than "what?"
  • Surface trade-offs and uncertainty
  • Avoid revealing the "best response" too early
  • Use prompts to deepen discussion rather than close it down
Where appropriate, link discussion back to:
  • institutional policy
  • curriculum and assessment design
  • research practice

- governance and assurance processes

Closing the session

Conclude by asking participants to reflect on:
- one assumption they questioned
- one area of strength
- one domain needing further development

This reinforces the quiz as a **capability-building exercise**, not a one-off activity.

Part 2 — Scoring Rubric Aligned to the Six Domains

This rubric is designed to be used:
- **formatively**
- **diagnostically**
- **reflectively**

❗ **Important**

This is **not a pass/fail quiz**.

Scores indicate a **capability profile**, not competence ranking.

Scoring method (simple and defensible)

Each question may be scored on a **0–3 scale**:

Score Meaning

0   Response shows misunderstanding or risk blindness

1   Partial awareness, fragmented or reactive reasoning

2   Sound judgement with some limitations

3   Strong, integrated, defensible capability

Educators may:
- score individually
- score in groups
- score qualitatively (e.g. "mostly 2s")
- use discussion instead of numbers

Domain-level interpretation
Each domain contains **5 questions**
Maximum score per domain = **15**

Score range Capability description

0–5   Fragile / high risk

6–9   Emerging but inconsistent

10–12   Strong and reliable

13–15   Mature and resilient

Cross-domain interpretation (most important)
After scoring, consider:
- Which domains are strongest?
- Which are weakest?
- Where do gaps create risk elsewhere?
- Are ethics, governance, and reflection balanced with practice?

⚠️ **A high score in Applied Practice combined with low scores in Ethics or Governance indicates systemic risk, not success.**

Suggested visual outputs (optional)
Educators may:
- map scores on a radar chart
- use sticky notes per domain
- annotate strengths and risks
- compare individual and team profiles

This aligns directly with the **AI Capability Self-Assessment Tool**, reinforcing coherence across resources.

Facilitator guidance
This rubric is intended to support **reflection and discussion**, not ranking or certification. Scores should always be interpreted in context and used to identify strengths, risks, and development priorities across domains. Balanced capability matters more than high scores in any single area.

How to cite this resource

Suggested citation:
Wong, J. (2026). *AI Capability in Practice: A Scenario-Based Quiz for Education, Research, and Public Service*. CloudPedagogy. Licensed under CC BY-NC-SA 4.0.

Final note
The value of this quiz lies not in choosing the "right" answer, but in making AI decisions more **explicit, discussable, and defensible**.