AI Detection Rubric: Using Motivational Strategies

Grossly AI-generated:

     1: It is obvious and almost certain that the content has been generated by AI and follows the description below.

     0: There is some uncertainty about whether the content is AI-generated

Authentically human:

     1: It is obvious and almost certain that the question has been answered by a human and follows the description below.

     0: There is some uncertainty about whether the content is human-generated

	Description	Leanersourced example
Grossly AI-generated	Bulleted text, themes, or overly formatted responses[1]	Positive Reinforcement: Explicitly acknowledges and praises Kevin's achievement, which is crucial for motivation. Creates a positive association between completing math work and positive feedback. Builds Relationship: It opens a space for a casual conversation about a topic Kevin enjoys. Strengthens the teacher-student bond, fostering a more positive learning environment.
	Very long answer and short time taken	The approach selected in question 11 aims to align Carla's interest in fashion with her math struggles to boost her motivation and engagement. By drawing parallels between designing scarves and solving math problems, it helps Carla see math as another creative endeavor, making it more relatable and less intimidating. This approach validates her existing skills and interests, instilling confidence that she can excel in math just as she does in fashion. Additionally, by emphasizing the satisfaction of overcoming challenges and the potential for future opportunities, it encourages Carla to persist despite difficulties. Overall, this approach leverages Carla's passions to reframe her mindset towards math, fostering a positive attitude and increased motivation to learn. [0 seconds]
	Extremely lengthy responses, long and complex sentences[2]	Previous example and use of words like - additionally, overall
	Unrelated themes that are not related to the lesson	"I'm so glad at how hard you're working on math already! Let's try to finish your lessons this week. If you finish them all in time, we can take a break and talk about fashion, and I'll show you the scarf that I'm

[1] Fisk, G. D. (2024). AI or Human? Finding and Responding to Artificial Intelligence in Student Work. *Teaching of Psychology*. https://doi.org/10.1177/00986283241251855

[2] Herbold, S., Hautli-Janisz, A., Heuer, U., Kikteva, Z., & Trautsch, A. (2023). A large-scale comparison of human-written versus ChatGPT-generated essays. *Scientific Reports*, *13*(1). https://doi.org/10.1038/s41598-023-45644-9

		working on!" - Confusion regarding who is working on the scarf, "By encouraging Carla to not quit and continue the assignment, you are teaching her to build stamina and value the importance of learning.", "The article emphasizes the significance of adjusting task difficulty to improve student learning and engagement. It suggests that tasks should be tailored to students' skill levels, providing clear instructions, visual aids, and personalized support. Integrating students' interests into learning activities and addressing off-task behaviors can also enhance motivation and create a more effective learning environment. Tailoring support to individual needs such as working directly with students, using tools to highlight critical information, and offering positive reinforcement helps improve comprehension and confidence. Additionally, integrating students' personal interests into learning activities can significantly boost their motivation and make lessons more relevant. Addressing off-task behaviors by setting clear expectations, providing structured time management, and offering regular feedback can also help maintain focus."
	Similar sentences	Start of 4 different responses - "Carla, I know math can be challenging, but think of it like designing your custom-made scarves…..", "Hey Carla! I know math can be tough right now, but think of it like designing one of your custom scarves…..", "Carla, I know math can be challenging, but you have an amazing talent for designing custom-made scarves…", "Hey Carla, I know math can be really tough sometimes, but I believe you can do it…"
	Use of you	I think this approach will best support Carla's motivation because it combines encouragement with a personal interest of hers. By saying you'll work together on the math assignment, you're showing her she's not alone and giving her support. The promise of talking about her scarves afterward connects her passion to the task at hand, making the whole experience more enjoyable and rewarding. This helps keep her motivated and engaged, as she has something she loves to look forward to once she finishes the assignment.
Authentically Human	Misspelled words or typos	"It makes the stduetn want to work in order to receive the reward"
	For predict responses: humanised responses like 'I would say' or 'I would do'	"Depending on the topic, I may change the initial practice problems we work on to fit her interests."
	Incomplete sentences	"math in baseball", "Providing motivation through rewards."

	Improper capitalisation or punctuation	"The approach leverages Kevin's passion for baseball to create a compelling connection between his math work and his interests. Personal Connection Goal Setting Positive Reinforcement Encouragement and Support Overall, this approach ties the task to something Kevin values, uses positive reinforcement and sets a clear incentive, which can help increase motivation and engagement."