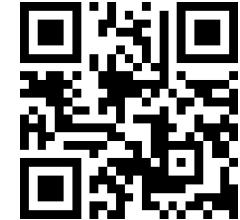




Automatic Evaluation of Conversational AI Chatbots Using Large Language Models



Full paper link:
<https://tinyurl.com/chatbot-llm>

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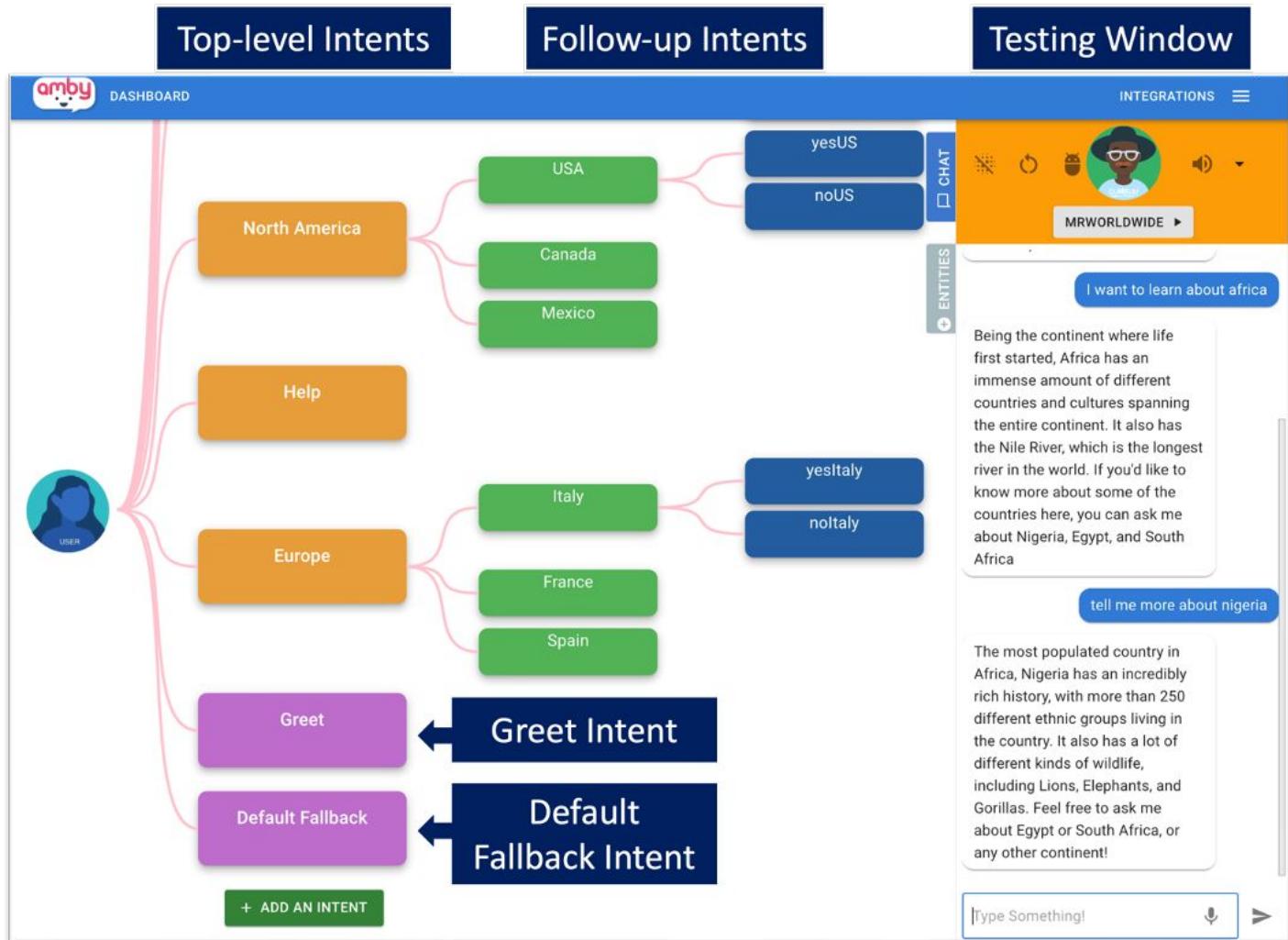
Introduction

- Project-based learning is increasingly utilized in STEM and artificial intelligence (AI) education
 - increased engagement (Kokotsaki, 2016)
 - deeper understanding of complex concepts (Guo, 2010)
- Major challenge of project-based learning
 - evaluating learner projects
 - providing timely feedback
 - **time-consuming and resource-intensive**
- LLM might help
 - They have shown promising results in grading short answers (Funayama, 2023) and evaluating essays (Mizumoto, 2023)



What about using LLMs to assess computational artifacts (both technical and creative aspects)?

Chatbot Development Platform: AMBY



Training Phrases

STACKED SIDEBYSIDE Impact on Oceans ✎

Training Phrases

Example sentences for the agent to understand the user's intent. At least 3 training phrases required.

Can you explain the impact of climate change on the oceans
Does climate impact the oceans?
How does it impact the sea?
What are some potential impacts on Oceans?

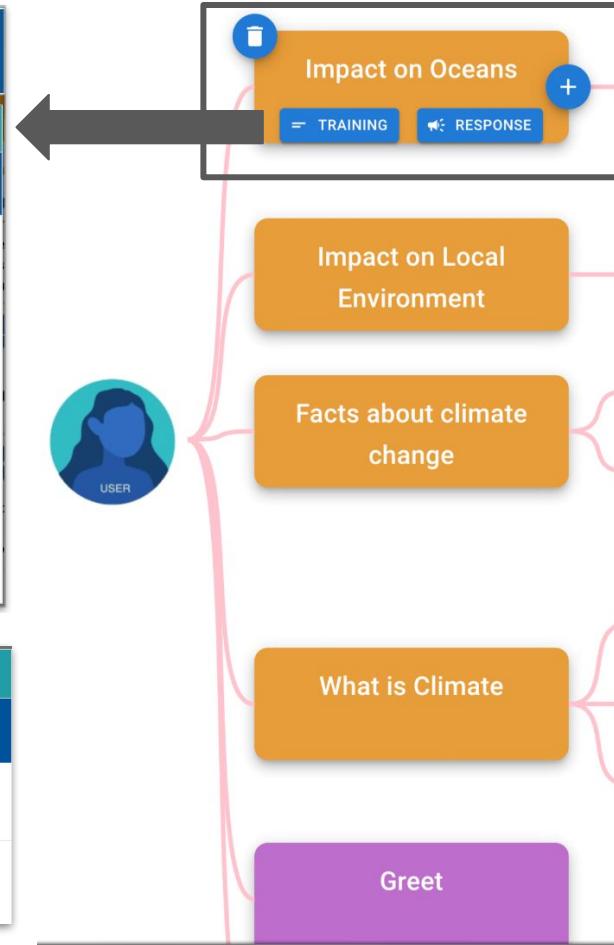
TRAIN THE AI ➤

◀ Responses

Responses

A list of response that the agent will select from the intent, Impact on Oceans. At least 1 response required.

There are many impact on oceans, including melted ice, increased sea level and ocean acidification.



Responses



Research Questions

- RQ1: How do LLMs perform in assessing different aspects of computational artifacts?
- RQ2: What are the tradeoffs among different prompting strategies?



Context: Middle School AI Summer Camp

- Two-week middle school AI summer camps over two years (Katica et al., 2023; Song et al., 2023)
 - general CS and AI lessons
 - conversational AI (AMBY) lessons
 - unplugged activities
 - chatbot project development
- 75 chatbot projects collected
 - 66 created by middle school learners, 9 by undergraduate learners during pre-camp workshop

Chatbot Artifact Rubric Dimensions

1. Greet intent
2. Default fallback intent
3. Follow-up intents
4. Training phrases
5. Responses

Each dimension rated as 1-4
Rubric Cohen's kappa = 0.82

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Conversational
Design

AI
Development

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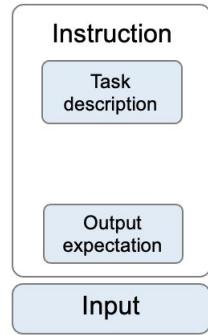
Chatbot Artifact Rubric Statements

Artifact Dimensions	Statement for Score of 3 (Meeting expectations)
Greet intent	At least one customized greet response demonstrating its purpose. May not set exact user expectations.
Default fallback intent	At least one customized default fallback response that can redirect the users.
Follow-up intents	Multiple logical follow-up intents. Each follow-up intent is related to its parent intent mostly logically and can be triggered properly based on the responses from their parent intents.
Training phrases	Most training phrases are ample, cohesive, and varied within the intent.
Responses	At least one response is of appropriate length, logical, conversational, and mostly free from grammatical errors.

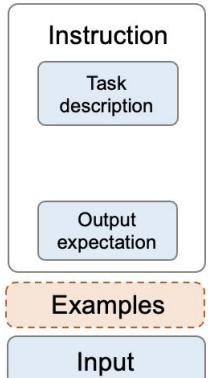
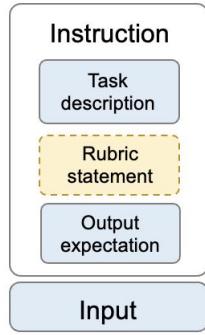
LLM-based Project Assessment Implementation

- LLM4Qual open-source framework for experiment
 - github.com/msamogh/llm4qual
- GPT4 (state of art LLM *in Jan 2024*)
- Four prompting strategies:
 - zero-shot-basic
 - zero-shot-rubric
 - few-shot-basic
 - Few-shot-rubric
- Data Splits: training, validation, testing
- Prompt Engineering

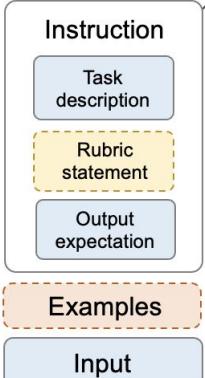
Prompt Strategies



Zero-shot-basic **Zero-shot-rubric**

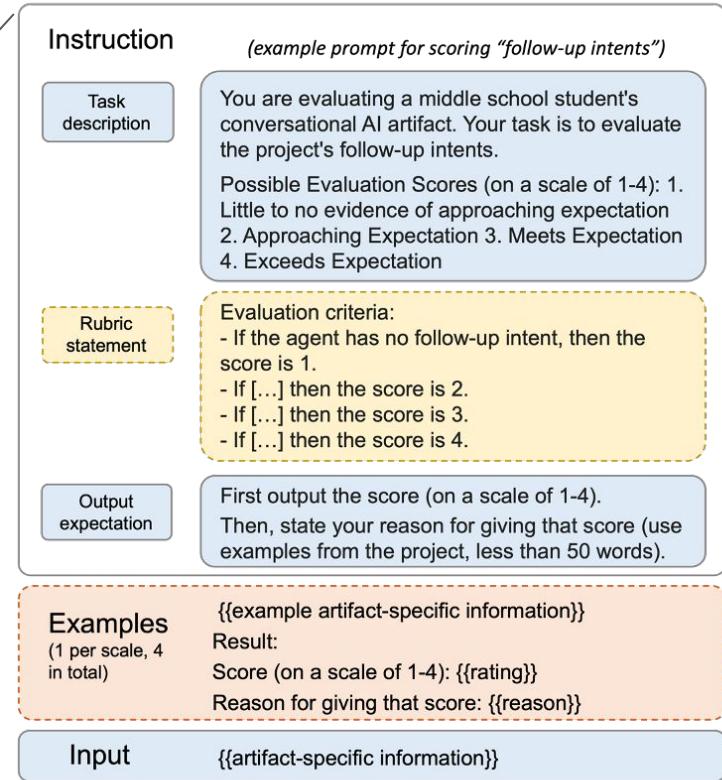


Few-shot-basic



Few-shot-rubric

Prompt Template



Few-shot-rubric

Evaluation Metrics

- Human-GPT₄ alignment
 - Spearman correlation (ρ)
 - Weighted Cohen's Kappa (QWK)

Results

Artifact Dimensions	Metrics	Human-human	Human-GPT4			
			Zero-shot	Zero-shot	Few-shot	Few-shot
			Basic	Rubric	Basic	Rubric
Greet intent	ρ	0.850	0.339	0.641	0.659	0.646
	QWK	0.820	0.325	0.623	0.698	0.645
Default Fallback intent	ρ	0.979	0.179	0.782	0.779	0.816
	QWK	0.984	0.252	0.750	0.781	0.797
Follow-up intents	ρ	0.839	0.133	0.217	0.203	0.346
	QWK	0.805	0.154	0.244	0.230	0.388
Training Phrases	ρ	0.819	0.231	0.406	0.464	0.551
	QWK	0.808	0.168	0.325	0.409	0.479
Responses	ρ	0.750	0.150	0.127	0.235	0.143
	QWK	0.715	0.083	0.105	0.158	0.094

RQ1: How well do LLMs perform?

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High agreement with human

Fair agreement

Moderate agreement

Fair agreement

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Follow-up intents						
Training Phrases	<p>LLM Challenges:</p> <ol style="list-style-type: none">1) carry out complex reasoning across multiple intents2) infer the logical progression of the conversation.					
Responses						

High agreement with human

Fair agreement

Moderate agreement

Fair agreement

RQ2: Trade-offs among prompt strategies

Artifact Dimensions	Metrics	Human-human	Human-GPT4			
			Zero-shot	Zero-shot	Few-shot	Few-shot
			Basic	Rubric	Basic	Rubric
Greet intent	ρ	0.850	0.339	0.641	0.659	0.646
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Human vs GPT-4 Scoring and Rationale

Evaluation of Greet Intent Response of a Chatbot:

“Hey, bro! My name is M&P game reccs, and you can ask me to start the quiz for my cracked game quiz to give you a board game rec, man!”

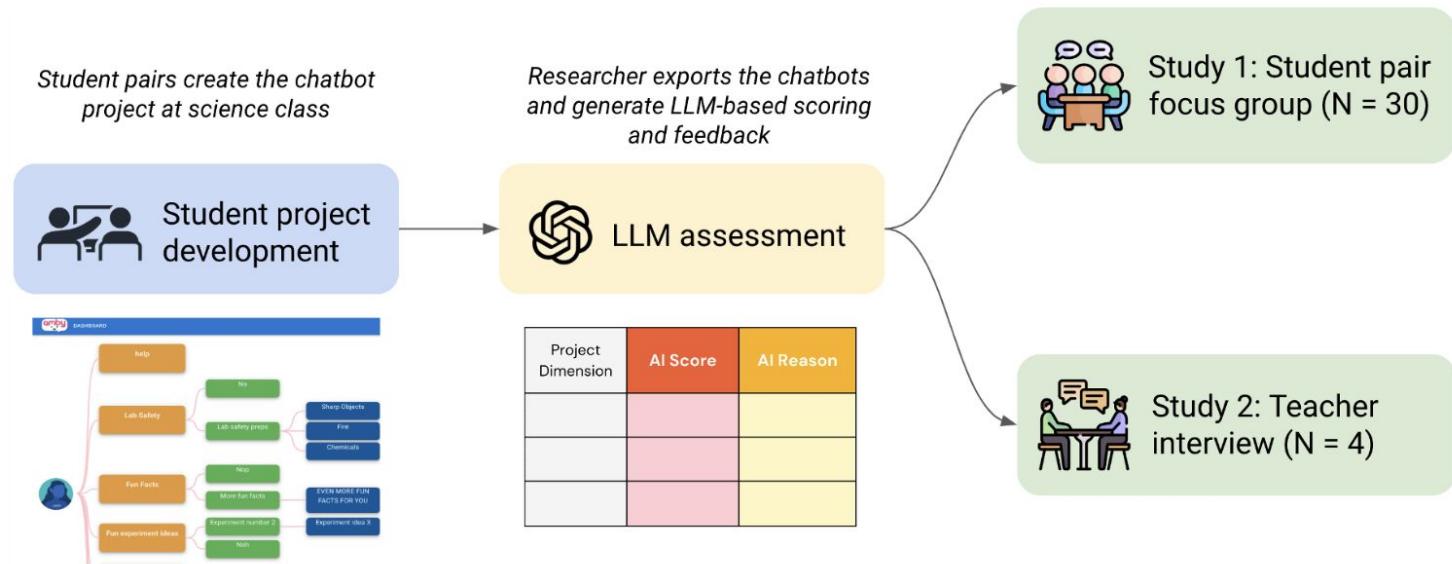
Evaluation	Score	Rationale
Human	4	It sets user expectations properly because the main focus of the chatbot is the quiz which gives the user game recommendations.
GPT-4: zero-shot- basic	2	The greeting does introduce the bot and its function, but the language used is informal and may not be understood by all users. The message could be clearer and more professional.
GPT-4: zero-shot- rubric	3	The greet intent is customized and introduces the chatbot as M&P game reccs. It also demonstrates its purpose by mentioning that it can start a quiz for game recommendations. However, it doesn't set exact user expectations or clearly direct the user for next steps.
GPT-4: few-shot- basic	3	The greeting is casual and friendly, but it could be clearer in explaining the bot's purpose and how it can assist the user.
GPT-4: few-shot- rubric	4	The greeting is customized, introduces the bot, demonstrates its purpose, and sets exact user expectations.

Main Takeaways

- LLM-based artifact evaluation is task-dependent: strong on simple tasks, weaker on complex reasoning across intents.
- Few-shot prompting with examples improves grading accuracy.
- In cold-start cases (when no examples available), adding a rubric helps accuracy.

A blurb about our follow-up study

- Manuscript in preparation: *Too Skeptical or Not Skeptical Enough? Middle School Student and Teacher Perceptions of LLM-Based Project Assessment*



Aspect	Similarity	
	Students Perspective	Teachers Perspective
Detailed reasoning and feedback	Both groups recognized the value of AI's ability to provide detailed feedback linked to specific rubric criteria and deliver potentially unbiased assessments.	
Concerns about accuracy for direct scoring	Both acknowledged the importance of accuracy and the need for AI to understand the specific learning context, including classroom content and individual student progress.	
Role of AI grading in classrooms	Both believed AI cannot take over teacher's grading. Teachers emphasized their responsibility of student grading and needs control over it. Students stated they trust teacher's grading more even if the score is lower. AI also needs to be transparent about the assessment process in order to be trustworthy.	
Importance of human factors	In project-based learning, both students and teachers care about creativity and individual differences, this part AI cannot supplement teacher's role.	
Value in Formative Feedback	Both believed AI for offering feedback during project development would be extremely beneficial, both for teachers to save time and for students to receive feedback early to improve their projects.	
Differences		
Aspect	Students Perspective	Teachers Perspective
Reactions on the chatbot assessment example	Mostly positive about the scores and reasoning	More critical about the generated content
Trust in AI-Generated Grades	Mixed trust: 20/30 trusted AI's judgment for grading, 12/30 preferred teacher grading. All agreed AI assessment is more trustworthy than assessment from a random adult outside of classroom.	Lower trust: All interviewed teachers expressed significant reservations about relying on AI for directly assigning grades.
Perceptions of AI Accuracy	Some viewed AI as more accurate and less error-prone than human, particularly in evaluating chatbots due to their shared AI nature.	More concerned about the accuracy, noting the importance of human judgment in assessing subjective aspects like creativity and student effort.
Practical Concerns	Concerned about potential threats to their own agency and autonomy, such as AI being overly directive in feedback.	Focused on potentially increased workload to safeguard the AI-generated content. Also noting logistical challenges related to implementation, data privacy and cross-platform integration.

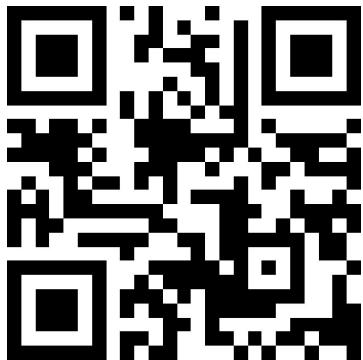
Be on
arxiv
soon :)



This work is supported by National Science Foundation DRL-2048480.
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Full Paper Link



<https://tinyurl.com/chatbot-llm>

Contact



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Tian, X., Mannekote, A., Solomon, C. E., Song, Y., Wise, C. F., Mcklin, T., ... & Israel, M. (2024). Examining LLM Prompting Strategies for Automatic Evaluation of Learner-Created Computational Artifacts. In *Proceedings of the 17th International Conference on Educational Data Mining* (pp. 698-706).

Additional slides

Table 6: Full Description of Conversational AI Artifact Evaluation Rubric.

Categories	Artifact Dimensions	1. Little to no evidence of approaching expectations	2. Approaching Expectations	3. Meets Expectations	4. Exceeds Expectations
Conversational design	Follow up intents	No follow-up intent	At least one follow-up intent OR most follow-up intents do not logically match with its parent intent OR they are unnecessary or repeated	Multiple logical follow-up intents AND Each follow-up intent is related to its parent intent mostly logically	All follow-up intents are logically related to main intent, numerous, and mutually exclusive
Conversational design	Greet intent	No customized greet response	At least one customized greet intent, however the purpose is not clear or actionable	At least one customized greet intent demonstrating its purpose. May not set exact user expectations: (“Ask me for song recommendations”, “hey im blah bot do you need any assistance on video games?”)	Effectively greet the user, introduce the chatbot, and demonstrate the purpose. AND Set exact user expectations (e.g., “I can talk about pop or hip hop music”) or clearly directs the user for next steps (e.g., “simply state ‘quiz me on math’”)
Conversational design	Default fallback intent	No customized fallback response	The response is customized, however it cannot not redirect the users (e.g., “I didn’t get that. Try it again.”)	The response is customized and can redirect the users (e.g., “I didn’t get that as I’m still learning. I’m more confident to talk about XYZ instead.”)	The agent has multiple varied, customized and meaningful responses that can redirect the users
AI Development	Training phrases	The amount of training phrases is limited (less than system requirement) OR Most of training phrases are random in the customized intents	The amount of training phrases meet the system requirement, but the content does not show enough linguistic variations (syntactically and lexically) within the intent or topic variations across different intents	Most training phrases are ample, cohesive and varied within the intent; also differ from those in other intents. They present variations in either syntactic structure or lexicon choices	The project contains consistently more varied training phrases than what the system requires, which can capture some edge cases. Training phrases are given and they are unique in both lexical and syntactic structure
AI Development	Responses	The responses are random in most of the customized intents	Most Responses (60%+) are provided either too long or too short, or lack of information or contains grammatical errors that impede user’s understanding If there are multiple responses, the content is not consistent enough to trigger similar user reactions Example: “Bad Romance by Lady Gaga” - not conversational	Most customized intents contain at least one response that is in proper length, logical, mostly free of grammatical errors, mostly mimic/display natural and conversational, may include some conversational markers.	Intents contain multiple logical, error-free responses OR The responses contain hints to keep the conversation going (e.g., “Alligators are dangerous animals... Now, do you want to learn about other animals?) OR Utilize the conversational markers throughout the customized intents when appropriate