

A New Approach to Business Course Assessments: A Response to Student Use of Artificial Intelligence

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Abstract

This case study examined one assessment in a business course at a university in the United Arab Emirates (UAE) for potential student misuse of artificial intelligence. The assessment was run through ChatGPT to see if it could generate a reasonable response – which it did. Through a literature review, this study then examined various skills needed in business, particularly in the UAE, that artificial intelligence cannot (as of yet) reproduce. These skills were then collated and turned into a task assessment tool to help instructors design a more AI-resistant assignment. The initial task in this case study was slightly rewritten by the authors using this tool. It was then resubmitted to ChatGPT for a response. The study found that AI was unable to generate a response with the new criteria, highlighting the usefulness of this tool. Other ideas for the use of this tool in the business classroom are also examined.

Keywords: artificial intelligence, business education, assessment