

## Teaching and Learning Online Foundational Badge Artifact

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### Artifact or Course Description

**Assignment:** AI-Powered Interview Preparation\*

**Objective:** Support interview and planning and execution as part of the WRIT 1133 qualitative research course goal:

- *Demonstrate practical knowledge of academic research traditions (for example, text-based/ interpretive; measurement-based/ empirical; and observational/ qualitative) through effectively writing in at least two of those traditions.*

**Activity:** Students will use an AI tool to enhance their interview preparation process. They will start by brainstorming potential interviewees, inputting keywords related to their interview topic, receiving suggestions tailored to expertise, accessibility, and relevance. Next, they will generate interview questions by providing the AI tool with their interview purpose statement, which will yield customized questions aligned with their research objectives. To develop one-on-one interviewing skills, students will simulate interview scenarios with a chat bot as a virtual interviewee. Finally, students will analyze their performance by receiving feedback from the AI bot on their responses, including strengths and areas for improvement.

### Artifact

**Assignment Overview:** This assignment aims to equip students with the skills necessary for conducting effective interviews. By engaging with an AI-powered chatbot, students will learn to identify potential interviewees, craft relevant questions, and practice interview cadence in a simulated environment.

### Technology Rationale:

Dialogflow allows students to create realistic chatbots. The chatbots can understand and respond to student questions, making it an ideal tool for simulating interviews. By using Dialogflow, students can create a virtual interviewee with whom to brainstorm questions, provide feedback, and practice interview strategies in a low-stakes setting.

**Assessment:** Students will be evaluated based on their ability to effectively utilize the AI tool, the quality of their interview questions, and their performance during the simulated interviews.

**Student Workflow:** Students will begin by selecting a topic for their interview. Subsequently, they will employ the AI tool to identify potential interviewees based on their research. Once they have

established an interview purpose statement, they will work with the AI will generate questions aligned with their objectives. To enhance their interview skills, students will simulate interviews with the AI, receiving valuable feedback on their responses.

### **Steps for Students:**

1. **Identify potential interviewees:** Input keywords related to your interview topic and request suggestions based on expertise, accessibility, and relevance.
2. **Craft interview questions:** Provide Dialogflow with your interview purpose statement and request customized questions aligned with your research objectives.
3. **Simulate interview scenarios:** With a set of questions you like, practice asking interview questions using Dialogflow as a virtual interviewee.
4. **Analyze performance:** Request feedback from Dialogflow on your questions and responses, including strengths and areas for improvement.

### **Student guidelines for AI and Dialogflow:**

*Our purpose is to brainstorm and practice.* Use this assignment as an opportunity to explore ideas, test your interview strategies, and refine your skills in a low-pressure environment.

*Your awesome brain is required.* Always critically evaluate the output generated by AI. It is a powerful assistant, but your human insights and critical thinking are irreplaceable.

*You are the boss.* Suggestions from AI tools are just that: suggestions. This is your project, so you should revise, rethink, and reconsider all guidance from the technology. You are in charge of the work, so your judgment is critical.

*Transparency matters.* Be transparent about your use of AI and explain how it contributed to your interview design and findings. You're being invited to use this technology for the assignment, so be clear about how it supported, enhanced, or complicated your work on project #3.

### **Artifact Reflection**

The AI-Powered Interview Preparation assignment offers an inventive way to integrate technology into the teaching and learning process—aligning well with my teaching philosophy which centers writing as a tool of self-discovery. However, as much as I see value in using AI to enhance student research skills, I continue to grapple with our increasing reliance on technology in the classroom—particularly when it encourages interaction with technology instead of other people.

I understand writing and communication as a bridge that connects individuals, fostering a belonging and community. In particular, writing is a tool of self-expression that allows students to explore their identities and engage with the larger world. My concern with using AI here is that it might inadvertently shift focus away from these human-centered interactions and further toward technology as a primary interlocutor.

In my assignment, students use AI to brainstorm potential interviewees, generate questions, and simulate interview scenarios. These are valuable exercises that will help them develop skills they can later deploy with real humans. However, the process still involves interacting primarily with a

machine, rather than dialogue with peers, instructors, or real-world experts. While AI can provide immediate feedback and tailored suggestions, it lacks the emotional intelligence that comes from human interactions. Am I doing students a disservice by reducing opportunities to practice these critical interpersonal communication skills? When students engage with AI instead of real people, they miss out on the spontaneous exchanges that can inspire new ideas, foster empathy, and deepen understanding—essentially, they miss out on meaningful learning experiences.

While I will continue to incorporate AI tools where they can add value, I plan to emphasize the importance of peer collaboration, mentorship, and real-world engagement in my teaching. For instance, after students have practiced with the AI, I will have them share their interview questions and experiences with classmates and with me in one-on-one conferences. This way, they can benefit from the insights AI offers, while still developing the interpersonal skills that are crucial to their growth as writers and thinkers. And, of course, they will ultimately interview a real human for the major project this scaffolding-assignment supports.

Ultimately, while the AI-Powered Interview Preparation assignment reflects my commitment to using language as a tool for self-discovery and community-building, it also raises important questions about the role of technology in education and the need to preserve the connections that are central to the learning experience. As I move on from this OTL course, I will continue to explore ways to integrate AI thoughtfully, ensuring that it complements rather than replaces the interpersonal interactions that make writing and interactions so transformative.

*\*Note.* In designing this assignment, I consulted various AI tools for guidance on how students might use AI technology for interview preparation; comparisons between different tools; and the limits of the technology for developing qualitative research skills.