

Developing Adult Learners' AI Competency in Higher Education

2025 November 11

#Beyondthebuzzword



Agenda

- Welcome & Introduction (5 min)
- Quick review of EMP Model (5 min)
- AI Ready & AI Resistant (10 min)
- 4 Cs in action for HIED (20 min)
- Recap & Discussion (10 min)
- Q&A and Survey invitation (10 min)





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Beyond the Buzzword: Zoomers to Boomers

Who is here?



Generation	Birth Years	Nickname
1. Silent Generation	1928-1945	Traditionalists
2. Baby Boomers	1946-1964	Boomers
3. Generation X	1965-1980	Gen X
4. Millennials	1981-1996	Gen Next (Zillennials)
5. Generation Z	1997-2012	Zoomers
6. Generation Alpha	2013-2025	Alphas

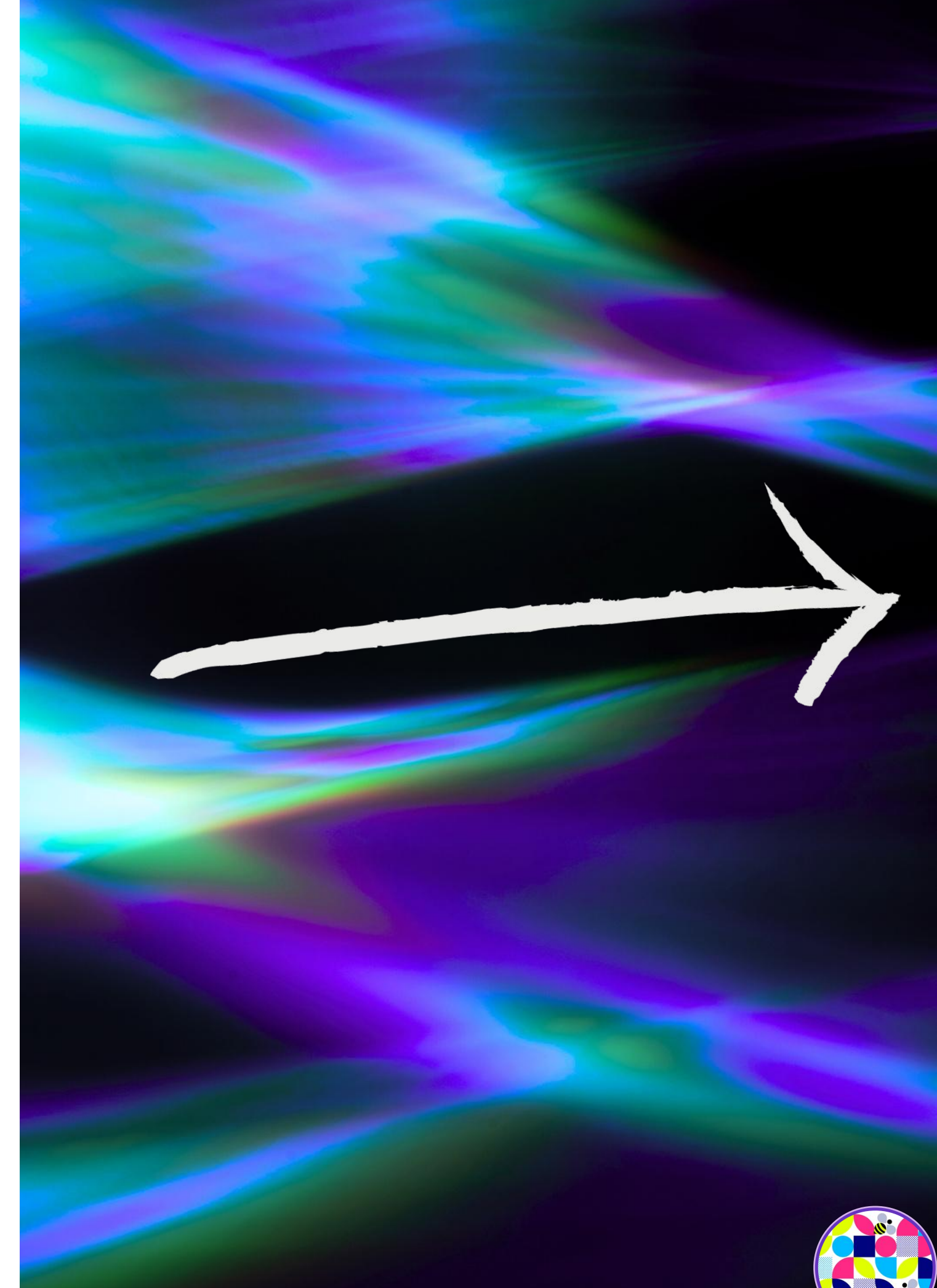
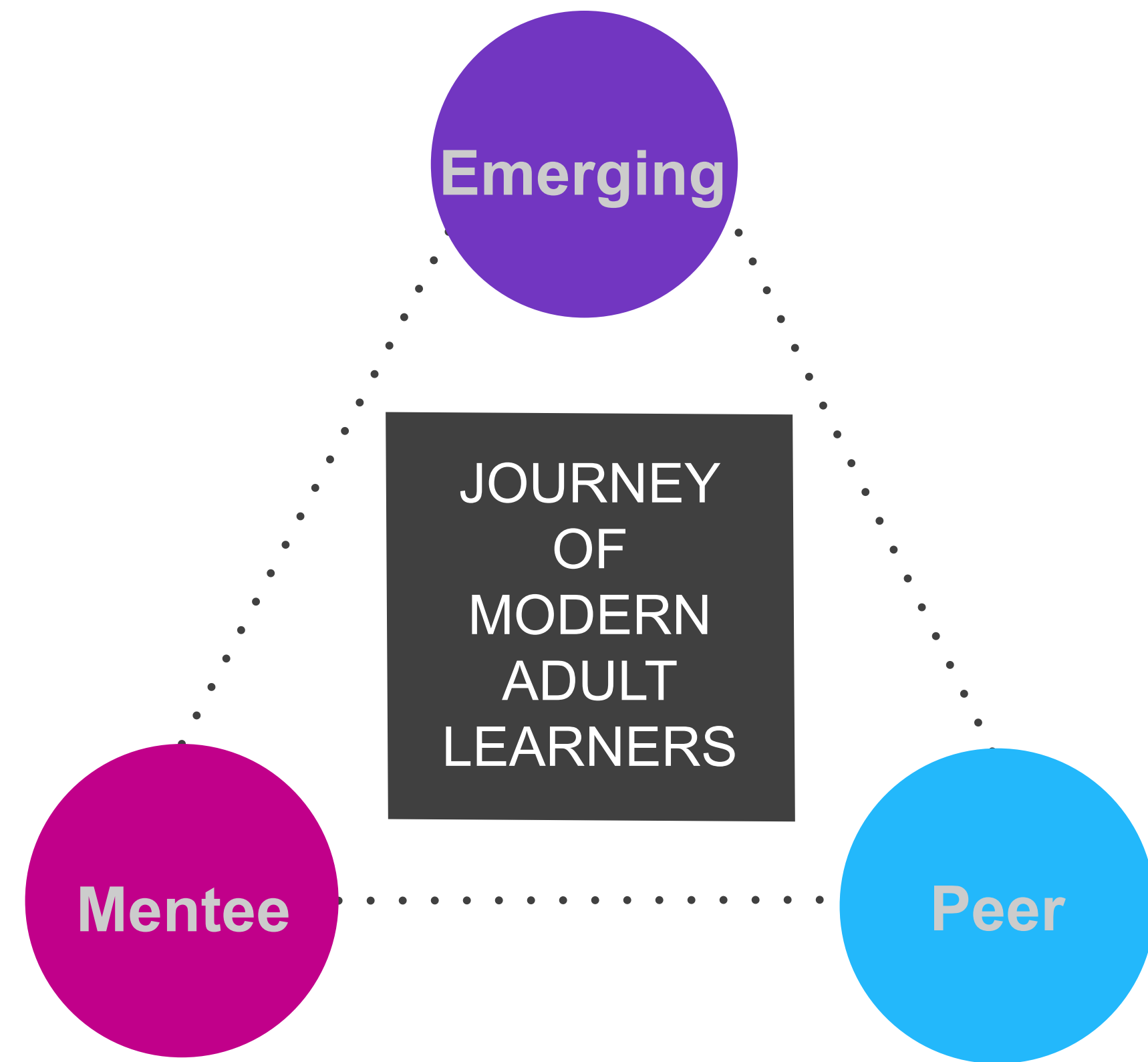


Beyond the Buzzword



In Chat: List all the “modern” technology you’ve already used today





EMP Model: Adult Learners in Higher Education



Emerging

Emerging Adult Learners in Higher Education

- Beginning/returning of their academic journey
- Actively building foundational knowledge, skills, and confidence
- Often representing Generation Z (1997-2012)
- Limited content or career-specific expertise
- Opportunities for experiential learning that connect theory to real-world application

**Traditional
Undergrads;
Continuing Education**



Mentee

Mentee Adult Learners in Higher Education

- Mid-career individuals who possess established foundational knowledge and skills
- Continue to seek growth through mentorship, collaboration, and advanced professional development
- Five to fifteen years of workplace experience
- Usually representing Millennials (1981-1996) and sometimes Generation X (1965-1980)
- Some knowledge but need support

**Grad Assistant,
Assistant Professor,
Content Expert**

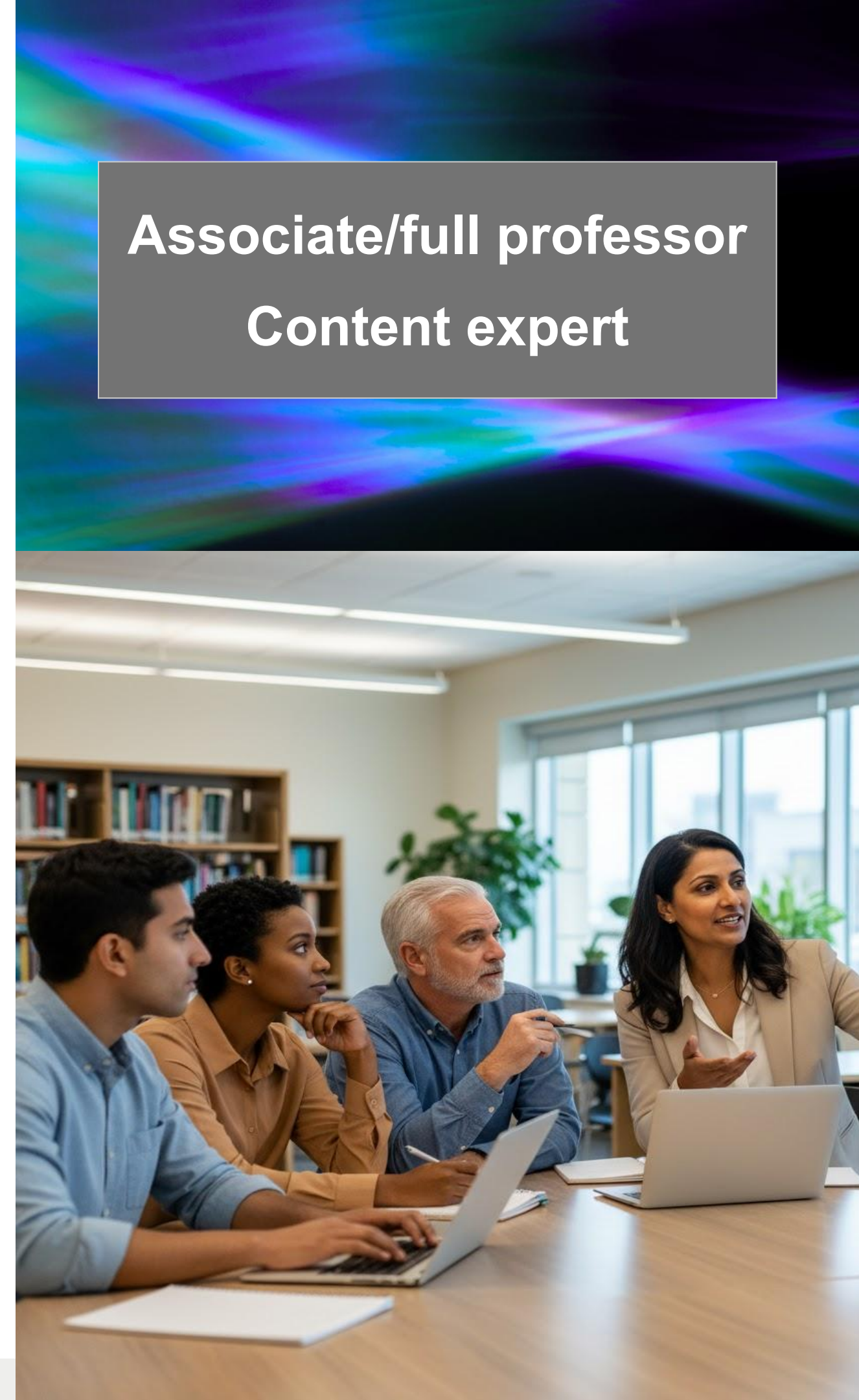


Peer

Peer Adult Learners in Higher Education

Associate/full professor
Content expert

- Experienced professionals
- Confident leaders, tenured faculty, veteran staff, department chairs
- Usually Generation X (1965-1980), Baby Boomers (1946-1964), or the Silent Generation (1928-1945)
- Thrive in collaborative spaces where their knowledge and historical perspective is valued
- Grow through reciprocal learning and reflective dialogue.



How do we adjust our mindsets for working with adult learners in the age of AI?



AI Ready

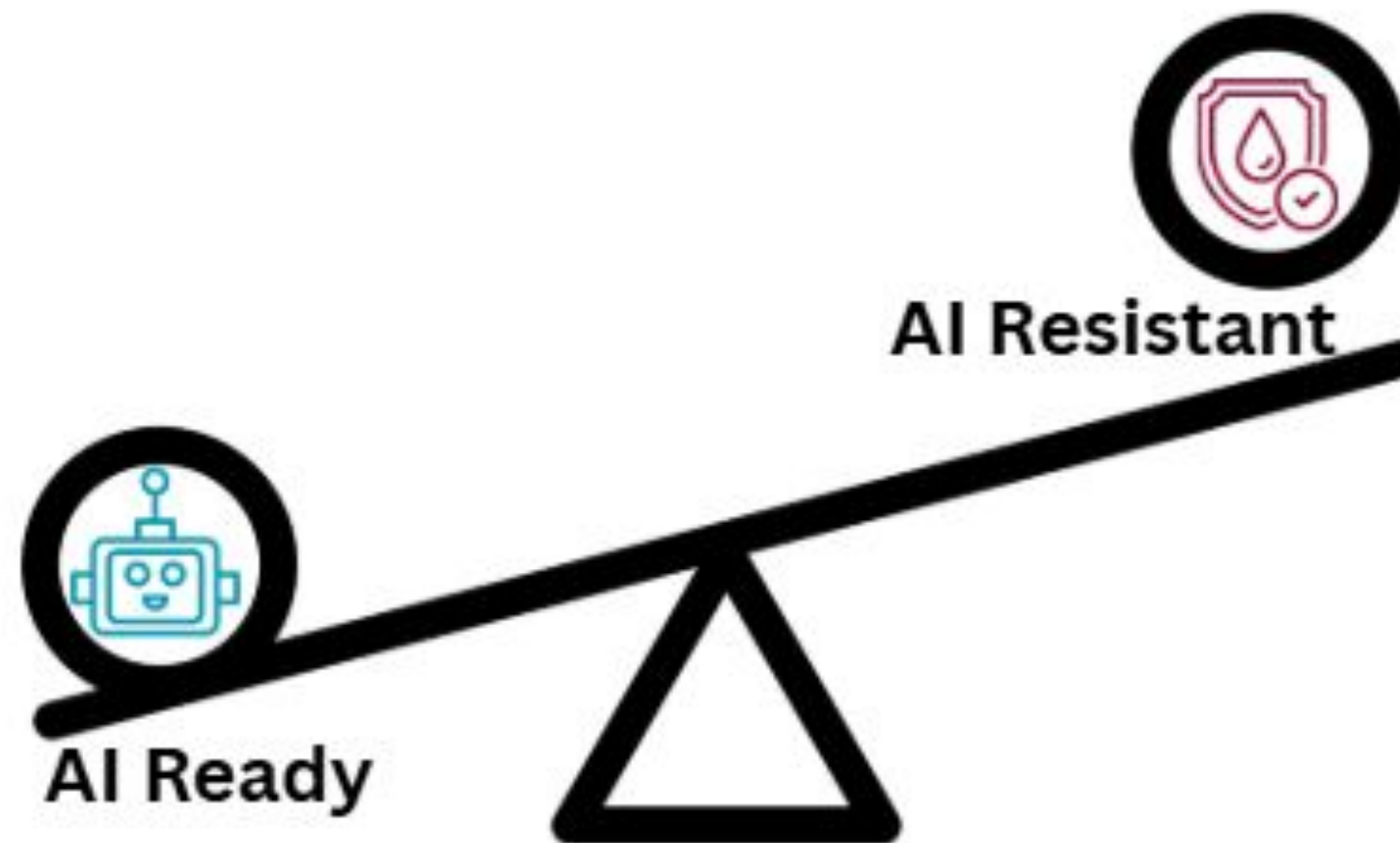


AI Resistant

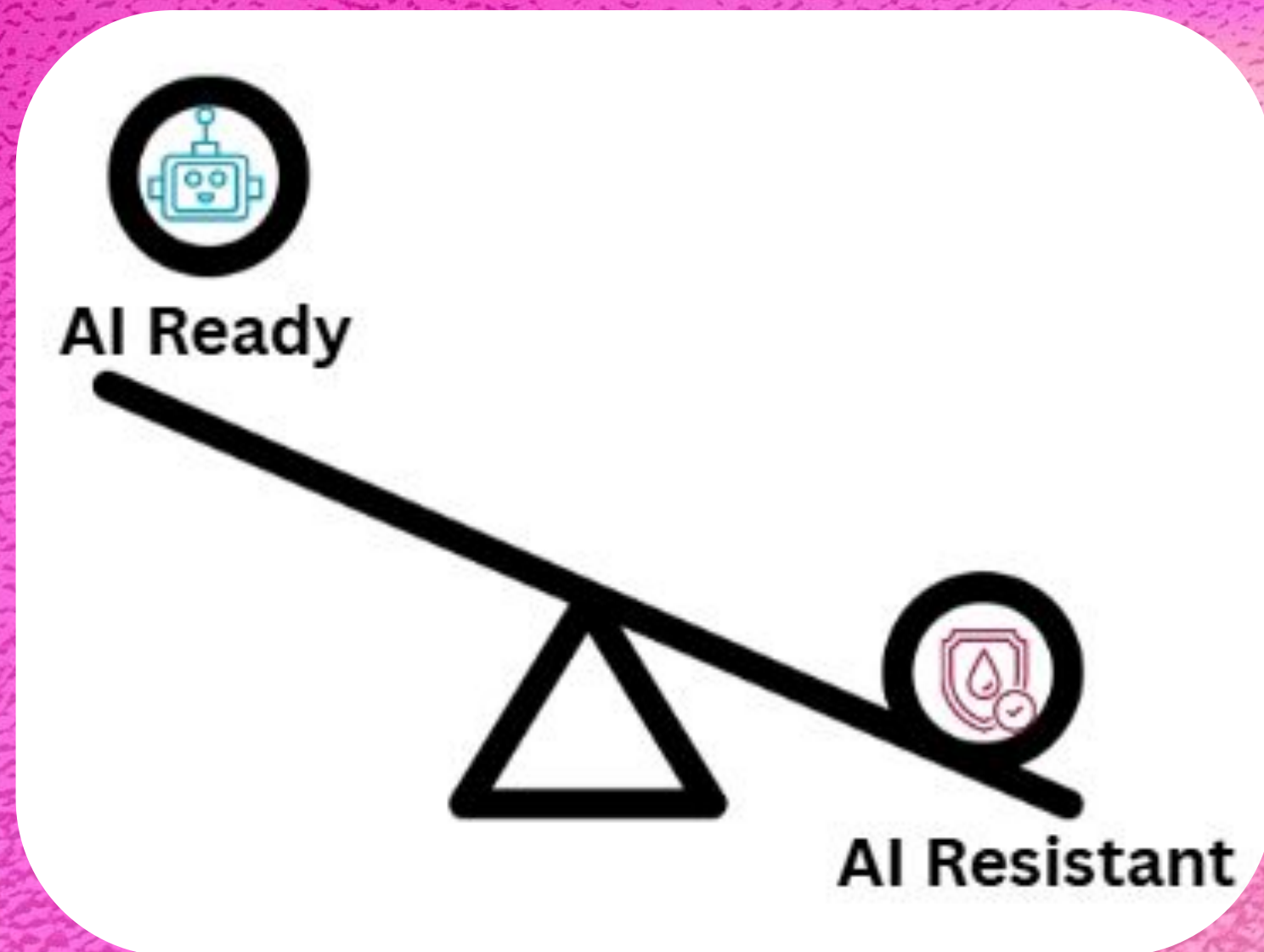


AI Ready & AI Resistant

What is the danger
of being too “AI
Ready”?



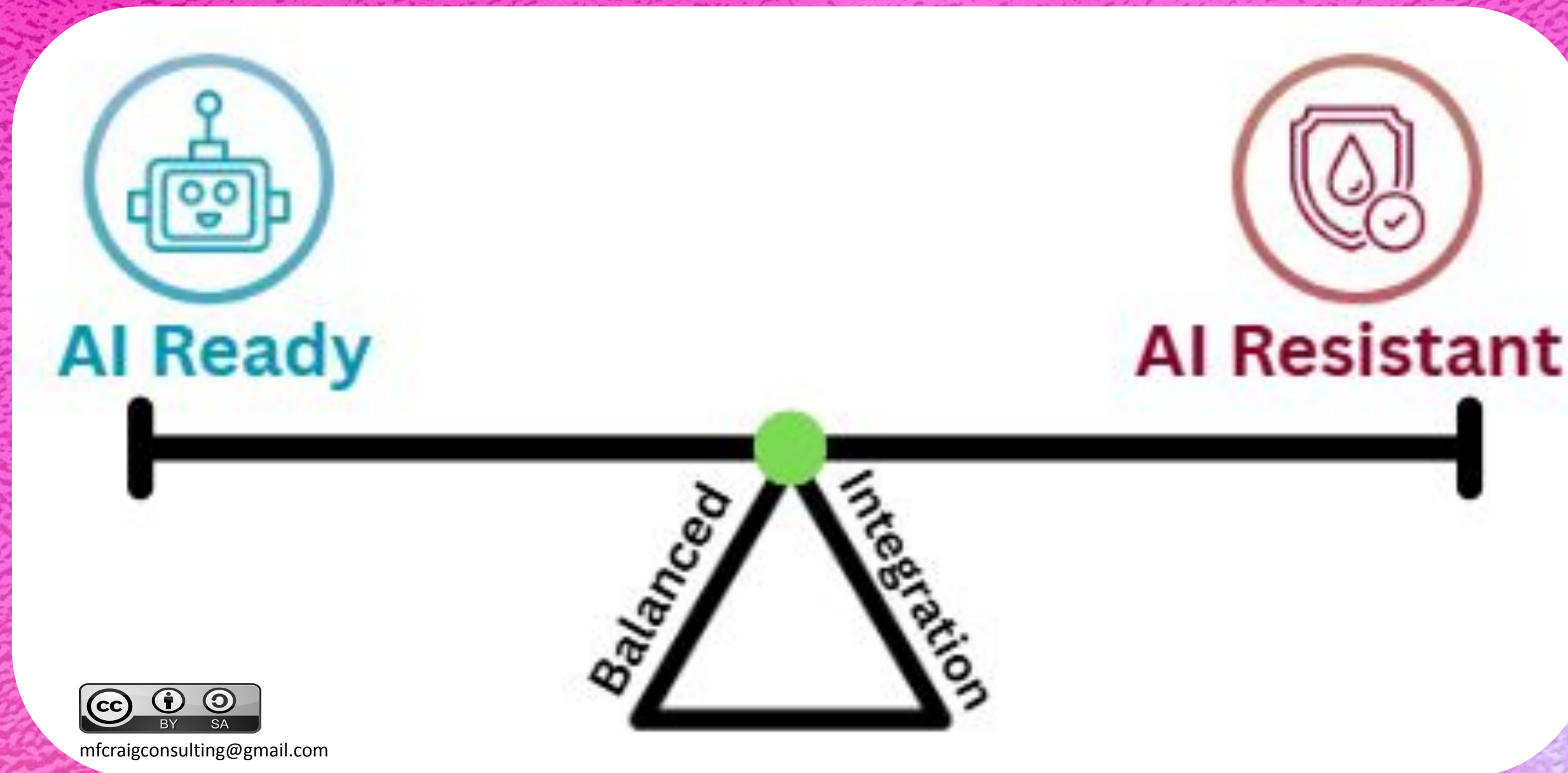
AI Ready & AI Resistant

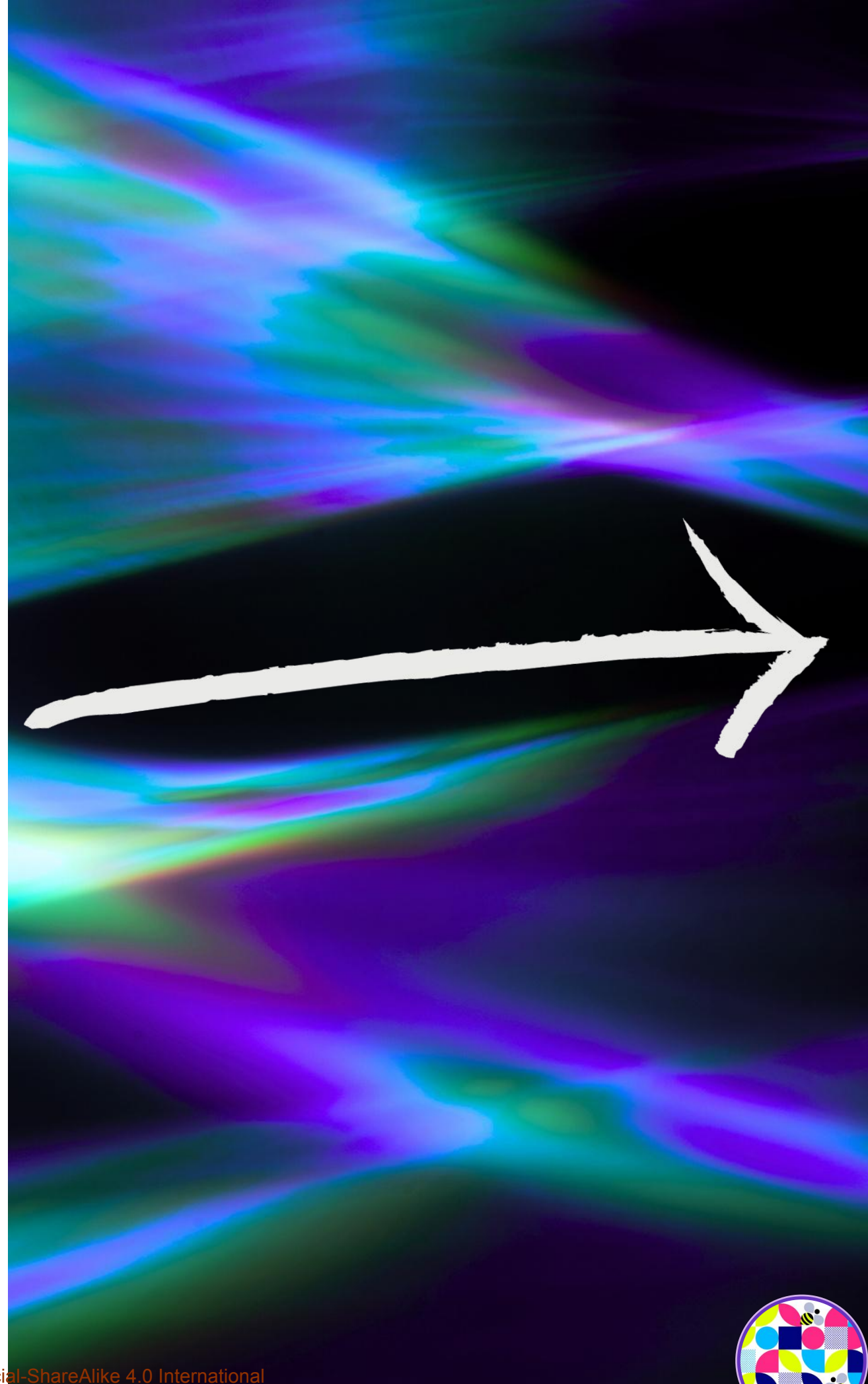
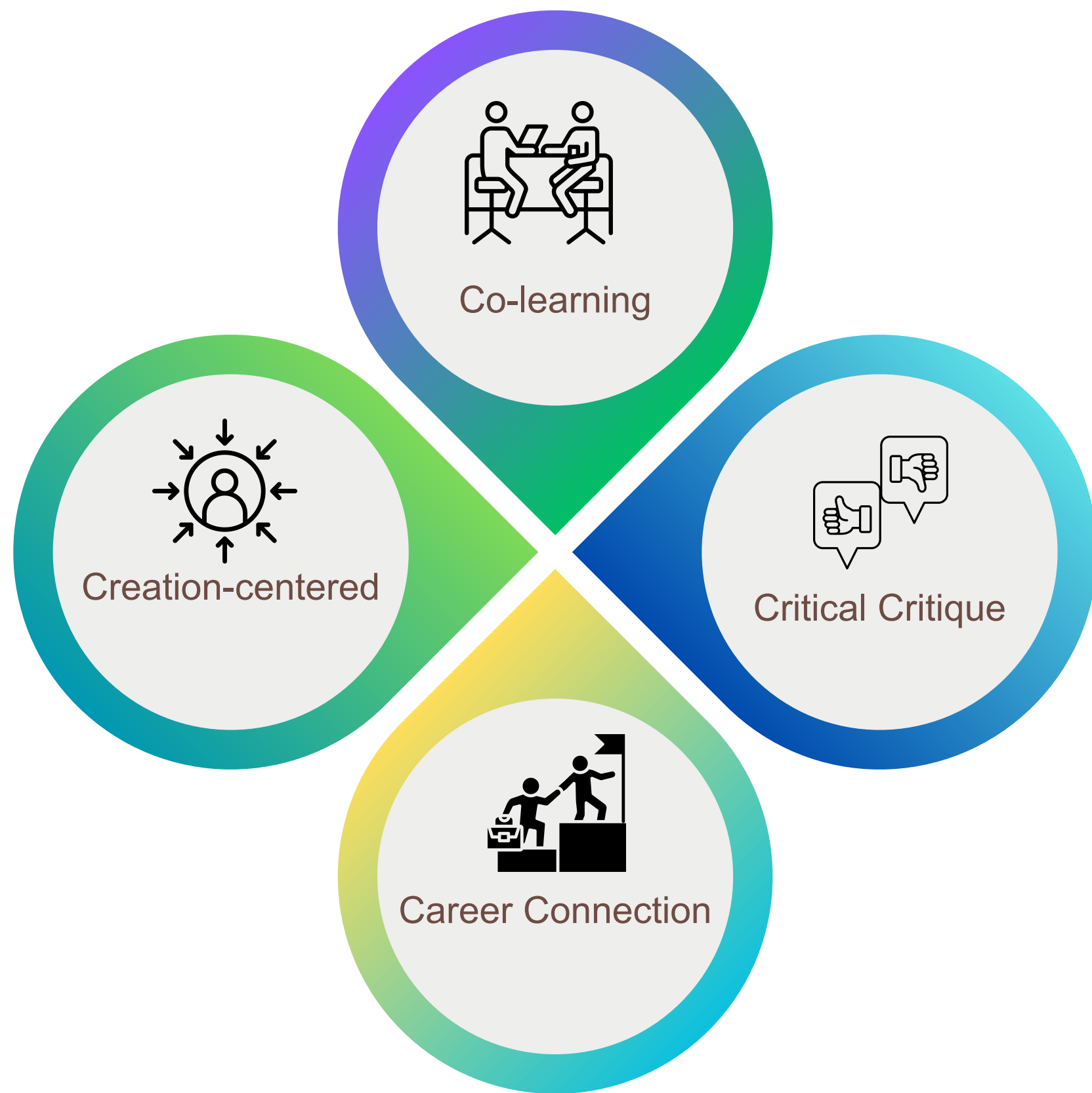


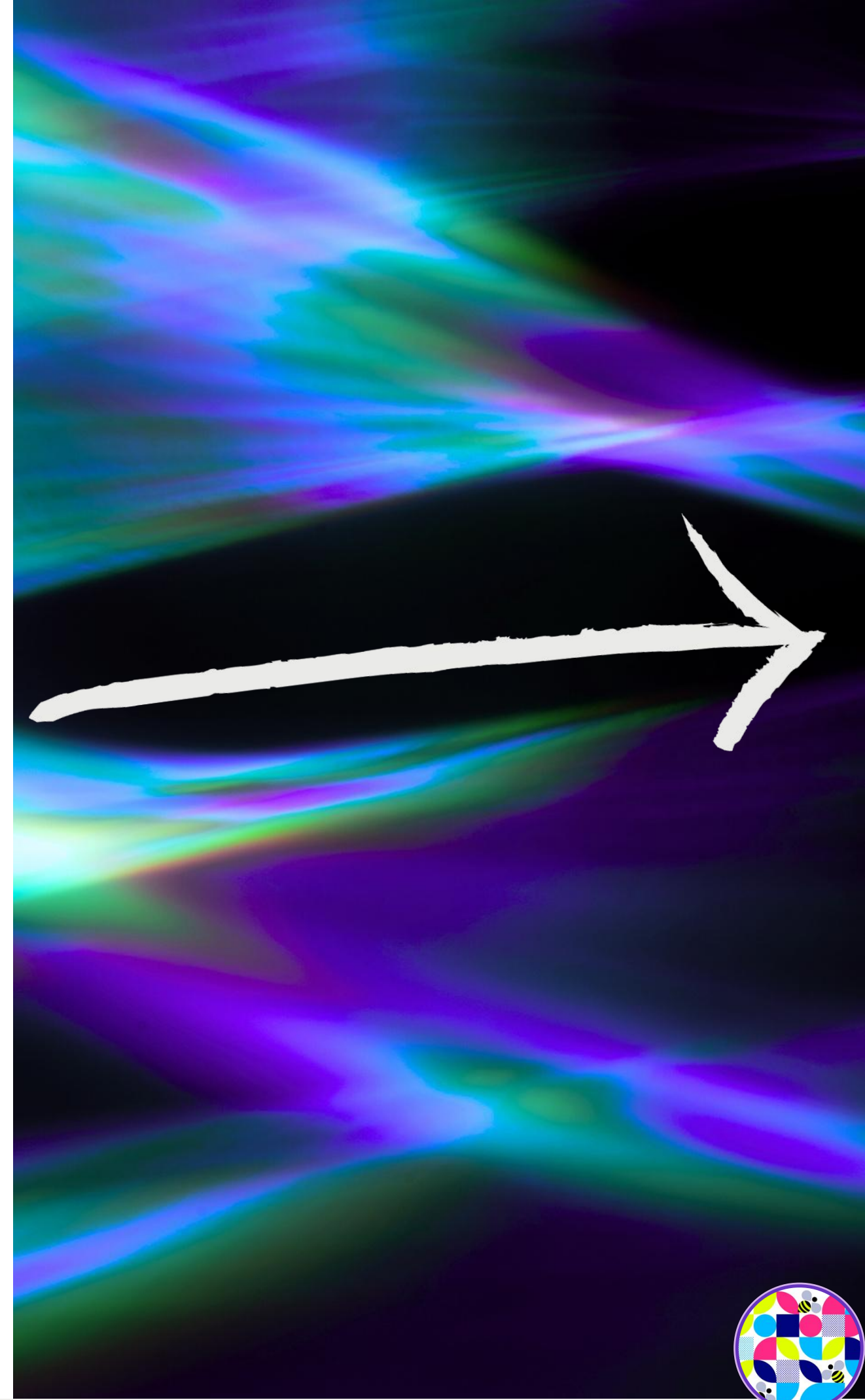
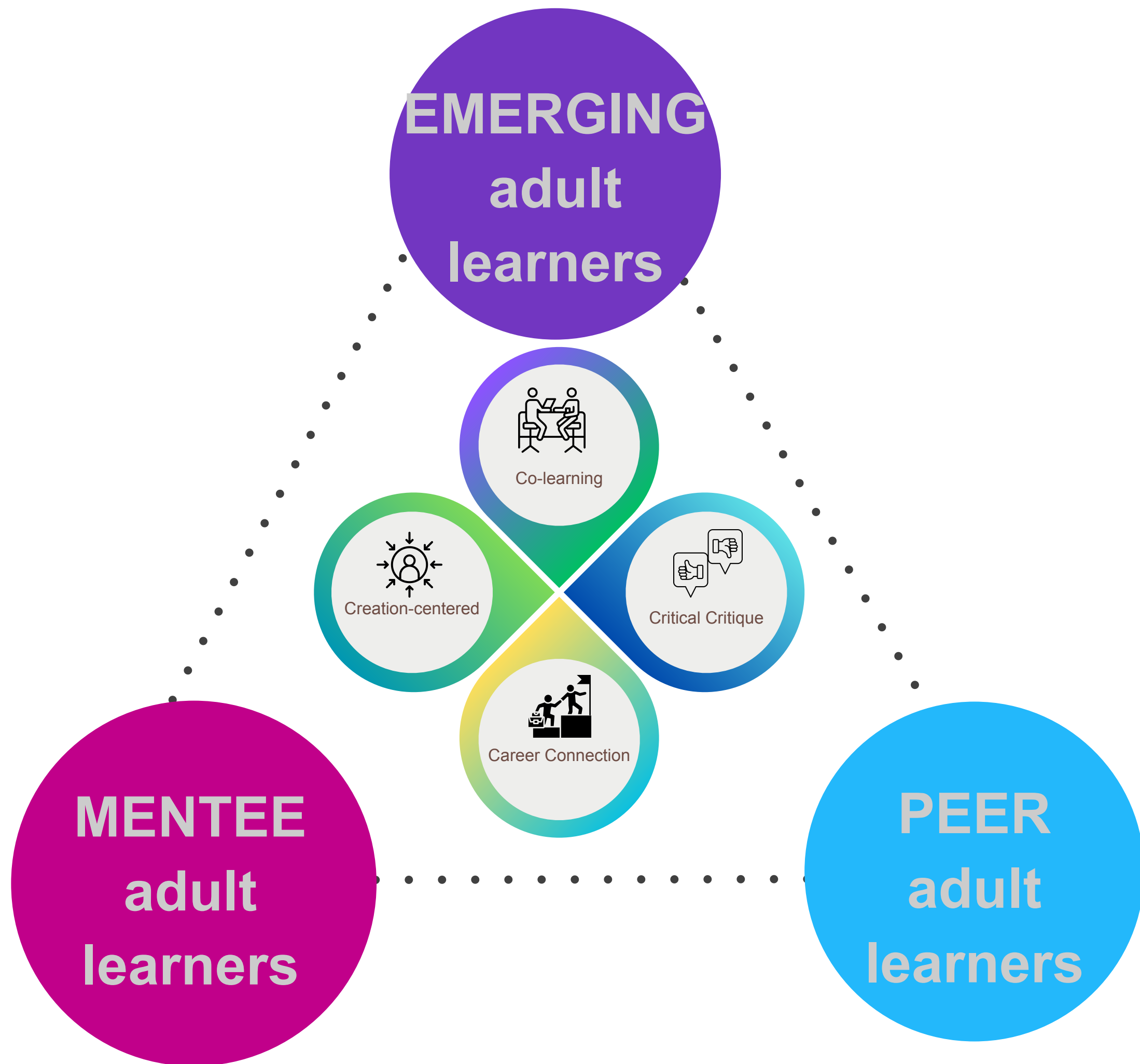
**What is the danger of
being too “AI
Resistant”?**



AI Ready & AI Resistant





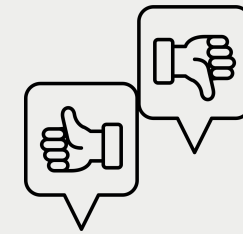


Definitions: 4 Cs Framing for EMP Model



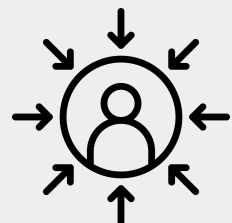
Co-learning

- Collaborative approach
- Facilitators & learners engage in mutual growth
- Shared responsibility, open to new perspectives
- Value of learning from one another



Critical Critique

- Analyze, question, and evaluate information and output
- Develop process to recognize assumptions, errors, and biases
- Engage in constructive feedback



Creation-centered

- Innovative, active, hands-on experiences
- Foster originality, problem-solving, and personal expression
- Prioritizes making, designing, and building as central to the learning process



Career Connection

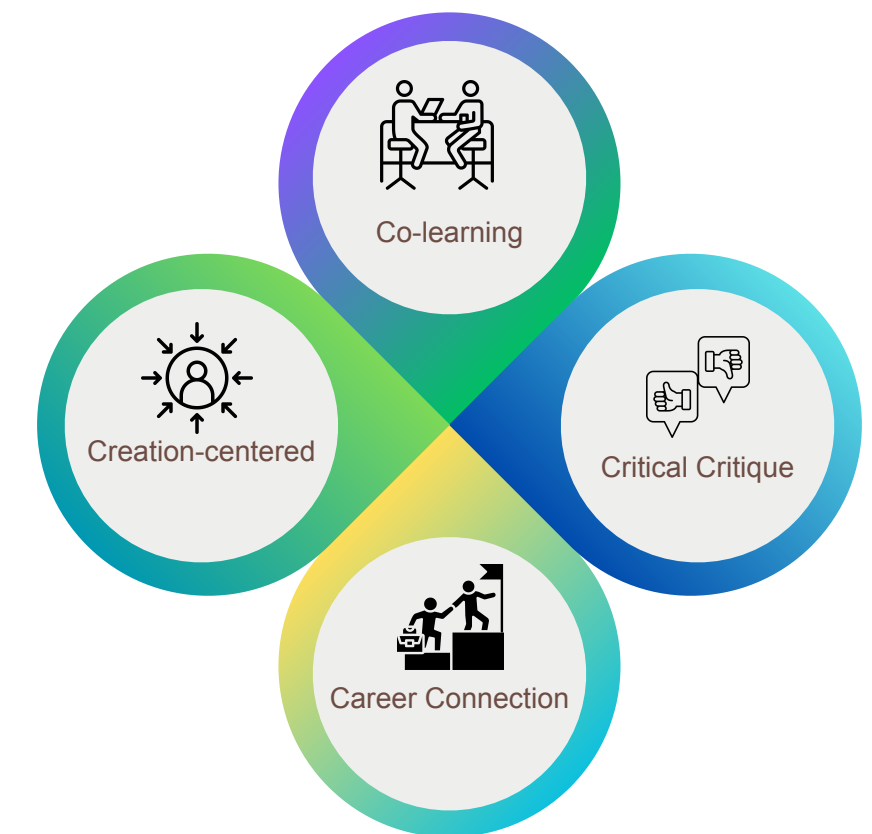
- Integration of authentic learning with professional goals
- Understand how learner skills, interests, and experiences align with current and future workforce opportunities
- Goal Setting in alignment with learning



Authentic Assignments are designed to engage students in higher order thinking by requiring them to use knowledge in complex, real-world contexts.

Authentic Assignments:

- Involve collaboratively *analyzing problems* or systems (Co-Learning)
- Often ask students to *design, construct, or produce* something new or original—like a project, presentation, or proposal (Creation Centered)
- Need students to *justify or critique* real solutions (Critical Critique)
- Require *applying knowledge* in new or unpredictable situations (Career Connected)





Co-learning

- Collaborative approach
- Facilitators & learners engage in mutual growth
- Shared responsibility, open to new perspectives
- Value of learning from one another





Co-Learning Activity: “AI Station Rotation”

Setting: Undergrad, preservice education course (Emerging Adult Learner example)

Authentic Learning Goal: Engage learners collaboratively in discovering how AI Literacy and Fluency works in education settings for learning and facilitating (future teacher career connection); supports inquiry, creativity, and communication. Shared exploration of generative AI tools for knowledge construction in collaborative dialogue.

Actions:

- In groups (independent, small groups, with teacher-facilitator)
- Meta-learning (what, how, etc. of Gen AI)

Assessment/Outcome: Personal, reflective notes to summarize learning and key takeaways of meta-learning (i.e., using AI to further understand AI)





Co-Learning: AI Literacy & Fluency Station Rotation

EXAMPLE >Station Rotation in HIED: AI Literacy & Fluency

Current feelings, use, connections to Artificial Intelligence for personal and/or academic use:

INDEPENDENT WORK:

- ☐ Explore: [AI definitions](#), [AI matrix framework](#), [AI Scope & Sequence](#)
- ☐ Explain the difference: AI literacy and AI fluency
- ☐ Extend: NotebookLM (add, create multimodal resources around topic)

Notes:

Summary of learning:

COLLABORATIVE WORK

- ☐ Complete and discuss: [Academic honesty & AI continuum](#),
- ☐ Preview and discuss: [AI gone wrong or right?](#)
- ☐ Play: AI [Analog Inspiration](#) card deck
- ☐ Extend: [AI Roadmap](#)

Notes:

Summary of learning:

WORK W/ FACILITATOR [CAREER CONNECTION]

- ☐ SideKick w/ [schoolai.com](#);
- ☐ Extend: [Book Creator: AI app Smash](#)

Notes:

Summary of learning:

Reflect on the protocol of [station rotation](#) and implications for your classroom

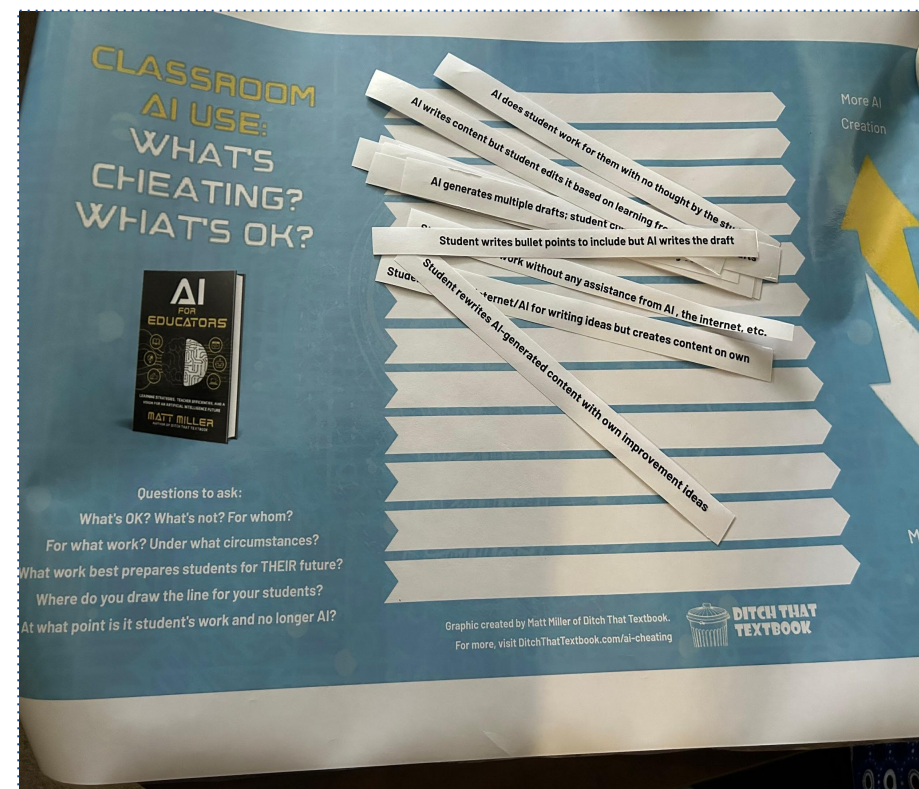
Now that I have explored AI more from the perspective of a future teacher, I believe and wonder:

[Note template \(to share/remix\)](#)





- [illegible]

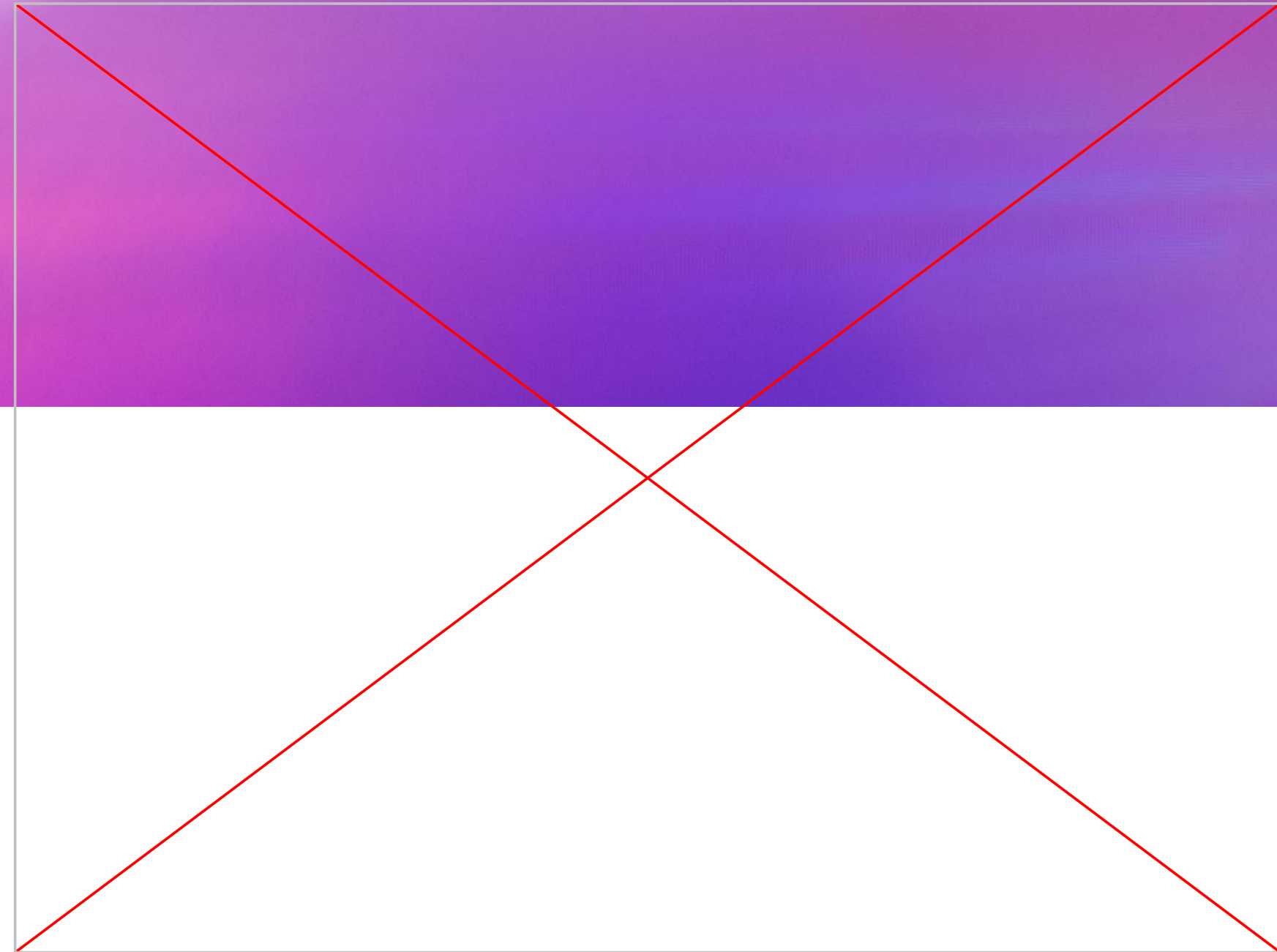
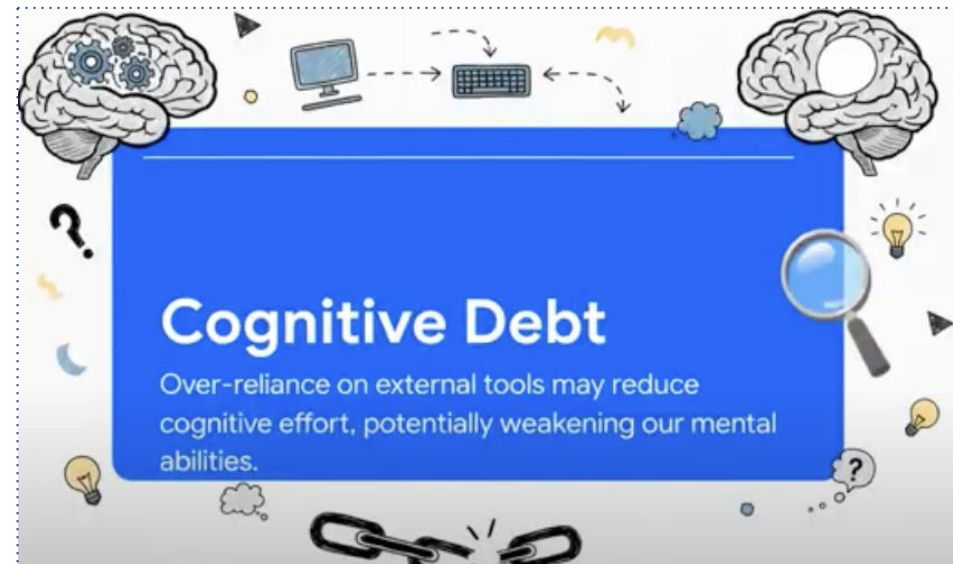




Co-Learning: AI Literacy & Fluency Station Rotation

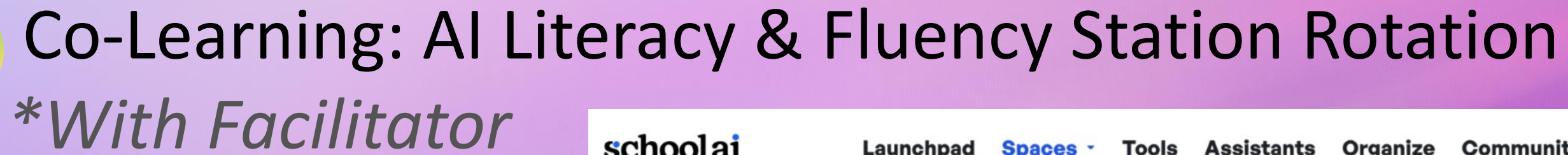
**Independent Work*

- ❏ Explore: [AI definitions](#), [AI matrix framework](#), [AI Scope & Sequence](#)
- ❏ Explain the difference: *AI literacy and AI fluency*
- ❏ Extend: [NotebookLM](#) (add, create multimodal resources around topic)



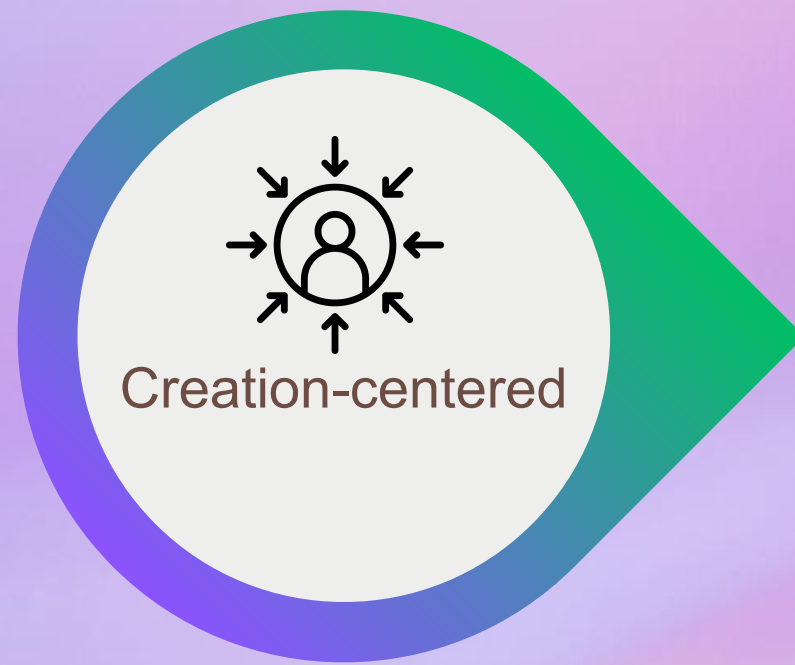
+Critical Critique





- SideKick w/ [Schoolai.com](https://www.schoolai.com);
- Extend: [Book Creator: AI app Smash](#)

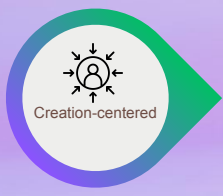




Creation-Centered

- Innovative, active, hands-on experiences
- Foster originality, problem-solving, and personal expression
- Prioritizes making, designing, and building as central to the learning process





Creation-Centered Activity: “Design-A-School” Project

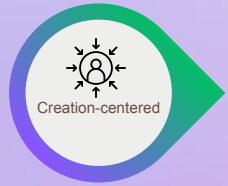
Setting: Undergraduate course in an Educator Preparation Program

Authentic learning Goal: Discuss and implement the foundations of education into a new and improved school while learning technology skills, including generative artificial intelligence through the use of Project Based Learning (PBL)

Action:

- Incorporate course content into a new and improved school
- Small groups of 3 or 4 learners, collaborating throughout the 14 week semester
- Feedback and guidance weekly
- **Assessment/Outcome:** Each webpage of their website serves as a formative assessment of their progress as they build a school website, using Google Sites





Creation-Centered - Design-A-School PBL



AI Trust You

The AI Trust You add-on provides a structured way for students to document their use of AI in their assignments while giving teachers a framework to guide and monitor A...

By: [LBUSD](#)

Listing updated: October 13, 2025

Uninstall

Works with:



No reviews ⓘ ⬇ 359K+

Learners develop a webpage on each unit of our course, using GenAI ethically and responsibly. [The AI Assessment Scale \(Perkins et al., 2024\)](#) and [AI Trust You](#) add-on guides transparent and responsible use.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

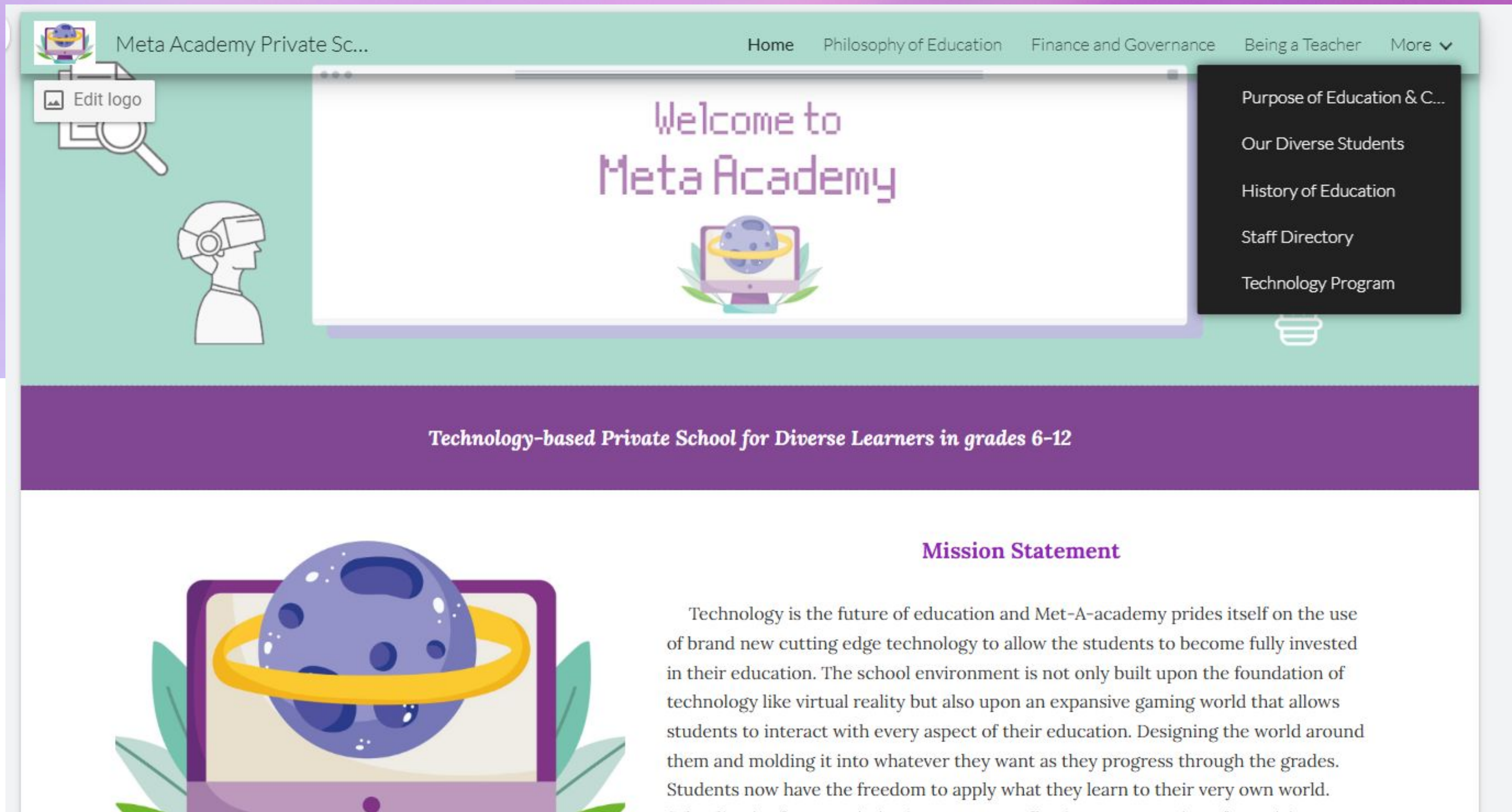


+Critical Critique





Creation-Centered - Design-A-School PBL



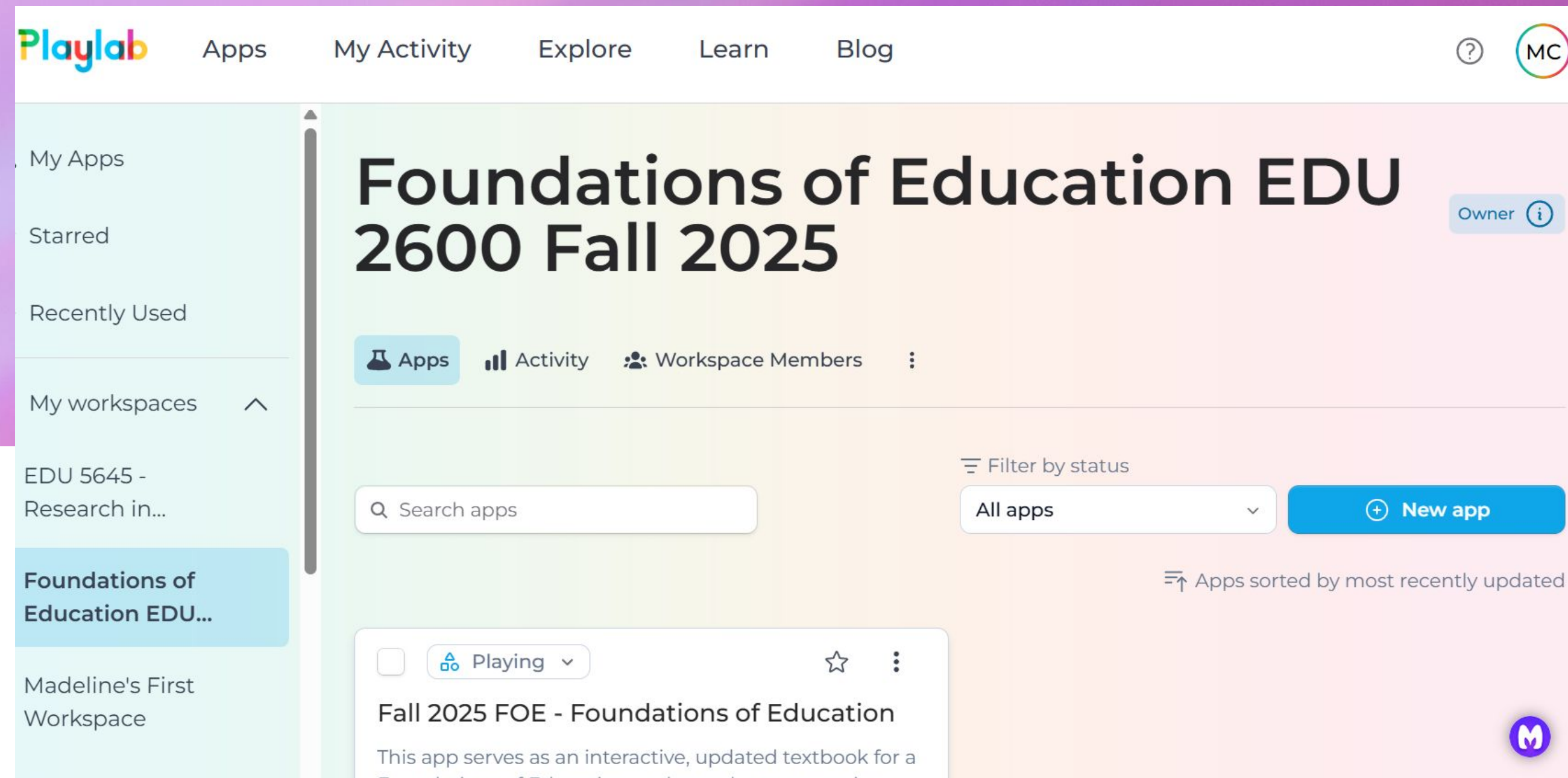
+Co-Learning





Creation-Centered - Design-A-School PBL

Learners use a custom AI Chatbot, created in [Playlab](#), as a textbook replacement - FOE. Students engage weekly and create a 3-2-1 which includes human reflection on the chatbot's output.



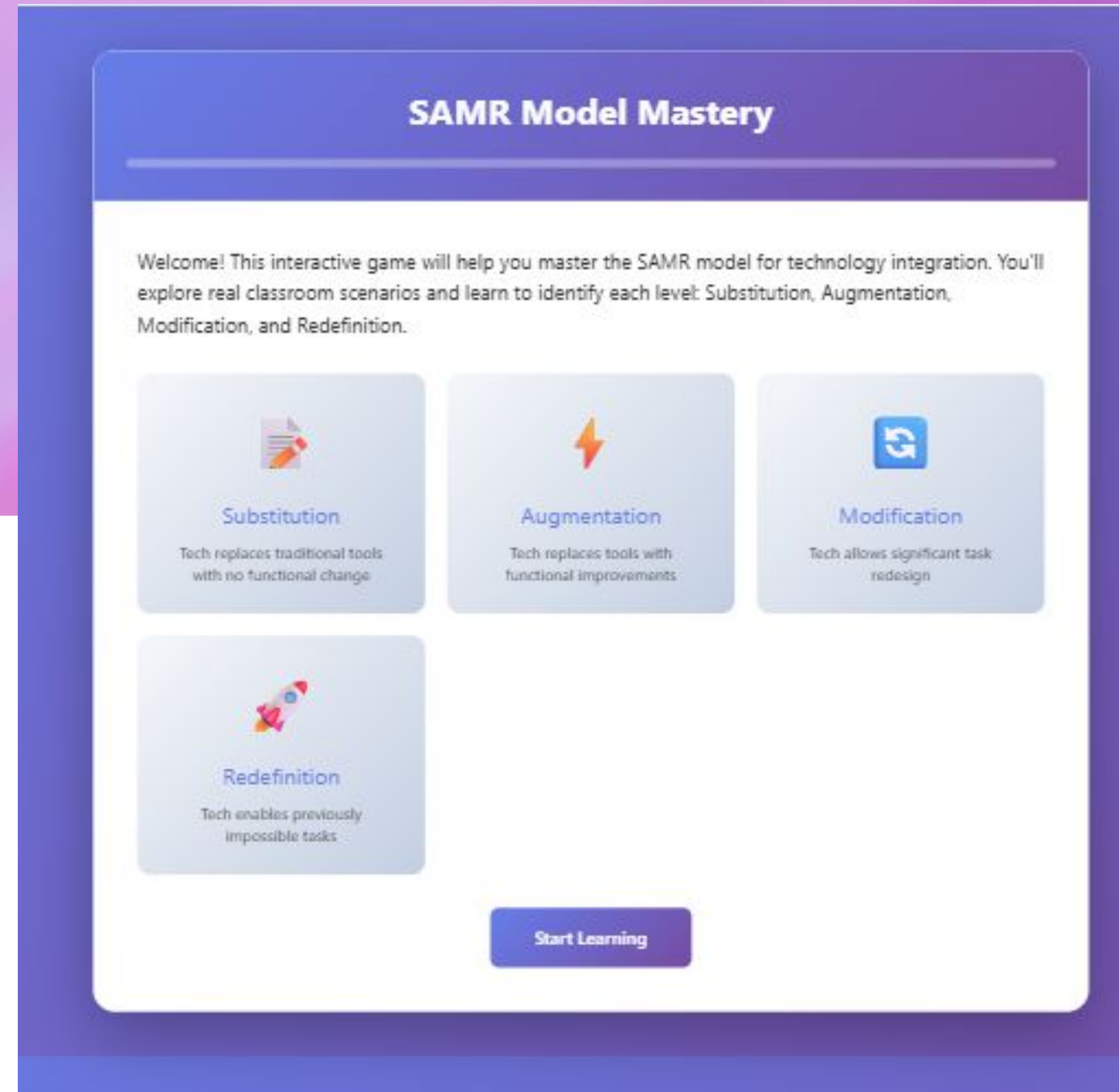
+Critical Critique





Creation-Centered - Design-A-School PBL

For the Technology in Classrooms unit, they have a choice to use GenAI to create the webpage's content. Options include [NapkinAI](#), [Canva Code](#), [Gamma](#), and [Sora](#).



+Critical Critique





Critical Critique

- Analyze, question, and evaluate information and output
- Develop process to recognize assumptions, errors, and biases
- Engage in constructive feedback



Challenges in College Writing

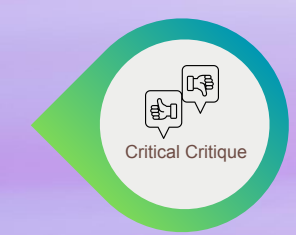
- Impact of Copy-Paste Culture
- Plagiarism Concerns
- Understanding AI Ethics
- Critical Evaluation Skills



How AI Can Help

- Idea Generation Support
- Organizing and Drafting
- Editing and Proofreading
- Research and Plagiarism Checking





Critical Critique Activity: “AI Ethics and Evidence”

Setting: In an upper level Communications and Writing Course

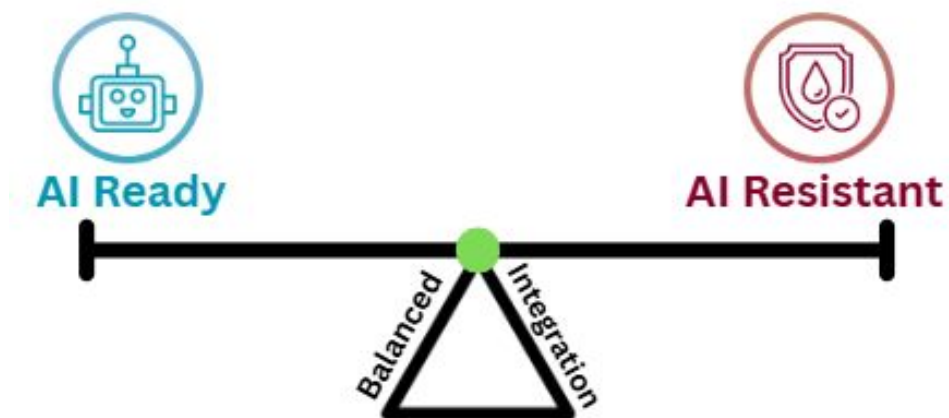
Authentic Learning Goal: Developing critical literacy and ethical reasoning around AI use

Cultivate the ability to question, analyze, and justify responsible AI use.

Actions:

- Differentiate between online searching and interacting with GenAI models
- Build AI Literacy through prompt input and critical evaluation of output interactions with GenAI models.
- Students analyze examples of AI-generated misinformation, hallucinations, or bias in discipline.

Assessment/Outcome: Collaboratively developed “Hall of Hallucinations” tailored to the academic or professional context.



About 294,000,000 results (0.47 seconds)

Martin Luther King Jr.

American minister and activist

Overview

Videos



Wikipedia

https://en.wikipedia.org/wiki/Martin_Luther_King...

Martin Luther King Jr.

Martin Luther King Jr. was an American Christian minister, activist, and political philosopher who was one of the most prominent leaders in the civil rights ...

[MLK Day](#) · [Assassination](#) · [Martin Luther King Sr.](#) · [Yolanda King](#)

Google

[Attention Students: Try our MLK Pop Quiz](#)

Martin Luther King, Jr.

A True Historical Examination

That night King retired to his room at the Willard Hotel. There FBI bugs reportedly picked up 14 hours of party chatter, the clinking of glasses and the sounds of illicit sex - including King's cries of "I'm f--ing for God" and "I'm not a Negro tonight!"

Newsweek Magazine
January 19, 1998
Page 62



Truth About King

Who He Fought and Fought For

Death of the Dream

The Day King Was Shot

The King Holiday

Bring the Dream to Life

Civil Rights

History

CRAAP HAPPENS

[King Holiday Should be Repealed!](#)[Black Invention Myths](#)[Learn more about Kwanzaa!!](#)[Bring the Dream to life in your town!](#)[Download flyers to pass out at your school.](#)

Civil Rights Library

[Join MLK Discussion Forum](#)
Hosted by Stormfront



Using the CRAAP Test

CRAAP Test Criteria

The CRAAP Test stands for Currency, Relevance, Authority, Accuracy, and Purpose to evaluate source reliability.

Evaluating Source Quality

Students assess if sources are up-to-date, relevant, credible, evidence-supported, and unbiased using the test.

Promoting Critical Research

Using the CRAAP Test in research fosters critical thinking and responsible, informed writing practices.

Blakeslee, S. (2004). *The CRAAP Test*.

C



R



A



A



P



HALLUCINATIONS

Identifying Inaccuracies with AI Generated Results

Examples of hallucinations might include:

- Misrepresentation of facts
- Inaccurate citations
- Fake sources
- False statistics
- Entities that do not exist
- Incorrect timelines
- Illogical statements
- Visual inaccuracies



Format <i>Format assesses the layout and length of AI-generated content to ensure proper display of information.</i>	Language <i>Language evaluates tone, phrasing, and repetition for clear communication.</i>	Usability <i>Usability verifies source accuracy, credibility, and consistency to ensure valid and reliable information.</i>	Fanfare <i>Fanfare examines audience fit, ensuring appropriate use of jargon, anecdotes, and industry appropriate terms.</i>	Function <i>Function considers reviewer expertise, context, or role.</i>	FLUF(F) Score Total infractions found within the generative AI result, resulting in re-prompts and regeneration.
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Using the FLUF(F) Test

FORMAT (Proper Display of Information)			LANGUAGE (Clear Communication)				USABILITY (Valid & Reliable Sources)			FANFARE (Appropriate for the Intended Audience)			FUNCTION (Lens, role, or expertise of reviewer)	SCORE (GOAL: ZERO FLUF)	
Layout (+/-)	Length (+/-)	Other (+/-)	Tone (+/-)	Phrasing (+/-)	Repetition (+/-)	Other (+/-)	Credibility (+/-)	Consistency (+/-)	Other (+/-)	Anecdote (+/-)	Jargon (+/-)	Other (+/-)	Expertise (+/-)	+Plus = assess a point per infraction that is present -Minus = none found	
													SCORE:		

Parker, J. (2023). *FLUF(F) Test for Artificial Intelligence: A framework for improving GenAI interactions.*



FLUF(F) TEST TEMPLATES

- College of [Law](#) Example
- [Humanities](#) Example
- [8th Grade Science Teacher Lesson Plan](#) Example

What is the FLUF(F) Test? - Improving GenAI Interactions - Better Prompts (Input) and Human Critique (Output)

FLUF(F) Test

AI Input: Prompt Template

Use the **FLUF(F) Test Prompt Template** to improve input into a GenAI model. Brainstorm prompt elements, then draft a thoughtful prompt - often in the form of a paragraph.

FLUF(F) Test Prompt Template

Create a "Zero FLUF(F)" Prompt

Your GenAI search results are only as robust as the prompt provided to the tool. To get better results, include all essential information. Using the elements below, add the prompt information that the bot/AI Tool will need to generate robust content.

Prompt Element	Descriptor	Prompt information
Who	Role	
What	Desired Output	
Where	Location	
When	Time sensitivity	
Why	Purpose	
How	Steps or directions	
Format	Style	
Language	Grammar	
Usability	Sources	
Fanfare	Audience	
Function	Expertise	

From the information above, generate the prompt

FLUF(F) Test

AI Output: Critique Checklist

Use the **FLUF(F) Test Checklist** to critically evaluate the GenAI output. Review the indicators for each domain of F+L+U+F+F.

FLUF(F) Test Checklist

Use the **FLUF(F) Test Checklist** to examine your GenAI results and describe issues with output that may cause you to, reprompt, regenerate, and repeat until you reach "Zero FLUF(F)". Total the score in the **FLUF(F) Test Rubric**.

Indicator	Description of Infractions	GOAL: ZERO FLUF	
Review GenAI output against the indicator.	Provide a brief description of the infraction, issue, or concern.	Plus = yes, there are infractions/fail	Minus = no infractions/pass
Describe the issues with FORMAT Domain			
Layout		+/-	
Length		+/-	
Other		+/-	
Describe the issues with LANGUAGE Domain			
Tone		+/-	
Phrasing		+/-	
Repetition		+/-	
Other		+/-	
Describe the issues with USABILITY Domain			
Consistency		+/-	
Credibility		+/-	
Other			
Describe the issues with FANFARE (Audience) Domain			
Anecdotes		+/-	
Jargon		+/-	
Other		+/-	

Additional Considerations: FUNCTION (F+L+U+F+F)

Beyond the FLUF score, consider your FUNCTION or expertise/role. Using a lens of expertise as a guide, do you have enough background in this area to provide context about inaccuracies?

Describe the issues with FUNCTION (Expertise) Domain		
Expertise		+/-
Context		+/-
Other		+/-

FLUF(F) Test

Zero FLUF(F) Rubric

Use the checklist to score the **FLUF(F) Test Rubric**. With a goal of "Zero FLUF(F)", infractions mean reprompting, regenerating, and repeating the interactions with the GenAI model.

FLUF(F) Test Rubric (CHOOSE ONE)

Use one of the following to sum up the FLUF(F) Score using the infractions described in the checklist.

Sum up the FLUF(F) Checklist infractions by domain.

FORMAT (Proper Display of Information)	LANGUAGE (Clear Communication)	USABILITY (Valid & Reliable Sources)	FANFARE (Appropriate for the Intended Audience)	FUNCTION (Lens, role, or expertise of reviewer)	SCORE (GOAL: ZERO FLUF)	
+/-	+/-	+/-	+/-	+/-	+Plus = assess a point per infraction that is present	-Minus = none found
					SCORE:	

Sum up the FLUF Checklist infractions by indicator (FLUFF Version)

FORMAT (Proper Display of Information)			LANGUAGE (Clear Communication)			USABILITY (Valid & Reliable Sources)			FANFARE (Appropriate for the Intended Audience)			FUNCTION (Lens, role, or expertise of reviewer)	SCORE (GOAL: ZERO FLUF)	
Layout (+/-)	Length (+/-)	Other (+/-)	Tone (+/-)	Phrasing (+/-)	Repetition (+/-)	Other (+/-)	Credibility (+/-)	Consistency (+/-)	Other (+/-)	Anecdote (+/-)	Jargon (+/-)	Other (+/-)	Expertise (+/-)	+Plus = assess a point per infraction that is present SCORE:

Sum up the FLUF Checklist infractions by indicator (FLUFF Version)

FORMAT (Proper Display of Information)			LANGUAGE (Clear Communication)			USABILITY (Valid & Reliable Sources)			FANFARE (Appropriate for the Intended Audience)			FUNCTION (Lens, role, or expertise of reviewer)	SCORE (GOAL: ZERO FLUF)		
Layout (+/-)	Length (+/-)	Other (+/-)	Tone (+/-)	Phrasing (+/-)	Repetition (+/-)	Other (+/-)	Credibility (+/-)	Consistency (+/-)	Other (+/-)	Anecdote (+/-)	Jargon (+/-)	Other (+/-)	Expertise (+/-)	+Plus = assess a point per infraction that is present	-Minus = none found
														SCORE:	

Remember, the goal is zero FLUF(F). Address any infractions by reprompt, regenerate, repeat until we have a satisfactory result.



FLUF(F) Test It

1. FLUF(F) The Prompt

FLUF(F) Test Prompt Template

Create a "Zero FLUF(F)" Prompt

Your GenAI search results are only as robust as the prompt provided to the tool. To get better results, include all essential information. Using the elements below, add the prompt information that the bot/AI Tool will need to generate robust content.

Prompt Element	Descriptor	Prompt information
Who	Role	Act as a literary critic, historian, or philosopher.
What	Desired Output	Produce a 750-word critical analysis of how symbolism is used in Nathaniel Hawthorne's <i>The Scarlet Letter</i> .
Where	Location	Frame your analysis within the context of American Puritan society.
When	Time sensitivity	Focus on interpretations relevant to mid-19th-century literary criticism.
Why	Purpose	The purpose is to demonstrate how symbolism reflects societal norms and moral struggles.
How	Steps or directions	Begin with a thesis statement. Use at least two textual examples. Include one scholarly source for support.
Format	Style	Write in formal academic prose, using APA citation style
Language	Grammar	Use clear, formal language suitable for an undergraduate humanities paper.
Usability	Sources	Cite at least one peer-reviewed journal article and the primary text using APA format.
Fanfare	Audience	Write for an academic audience familiar with literary theory
Function	Expertise	Provide analysis appropriate for a sophomore-level humanities course

From the information above, generate the prompt

You are a literary scholar specializing in 19th-century American literature. Produce a 750-word critical analysis of how symbolism is used in Nathaniel Hawthorne's *The Scarlet Letter*, framed within the context of American Puritan society. Focus on interpretations relevant to mid-19th-century literary criticism. The purpose is to demonstrate how symbolism reflects societal norms and moral struggles. Begin with a thesis statement, use at least two textual examples, and include one scholarly source for support. Write in formal academic prose using APA citation style, and ensure the language is clear and suitable for an undergraduate humanities paper. Cite at least one peer-reviewed journal article and the primary text. Your audience is an academic reader familiar with literary theory, and the analysis should reflect sophomore-level expertise.

FLUF(F) Test Prompt Template and Critical Evaluation Rubric © 2025 by Jennifer Parker -licensed under CC BY-NC-SA4.0 Updated 2025

2. Prompt the AI Model

"A," the scaffold, Pearl, the prison door and rose-bush—to stage a sustained critique of Puritan social discipline and to dramatize the moral psychology of guilt, confession, and communal surveillance; read in a mid-nineteenth-century critical frame, these symbols enact the "romance" ideal of moral truth while exposing how a theocratic culture demands not only outward conformity but inward consent.

Hawthorne's central emblem, the scarlet letter itself, is a paradigmatic symbol whose meaning evolves with the community's and Hester's changing moral stances. Initially a mark of juridical shame, the "A" is read publicly on the midday scaffold as a codified lesson in Puritan orthodoxy (Hawthorne, 2005, chs. 2–3). Later, Hester's charitable labor refracts the emblem into "Able," redirecting the town's interpretive energy and revealing that communal meaning-making is historically contingent (Hawthorne, 2005, ch. 13). In the midnight scaffold scene, the meteor's "A" receives multiple construals—"Angel" to commemorate Governor Winthrop versus "Adulterer" for Dimmesdale—underscoring that symbols both encode and destabilize doctrinal certainty (Hawthorne, 2005, ch. 12). Sacvan Bercovitch, articulating a classic scholarly view, reads Hawthorne's famous observation that "the scarlet letter had not done its office" as an index of how the emblem's "office" is to move subjects from coerced obedience toward interiorized assent—"not to conform, but to consent." [jstor.org]

Hawthorne's "romance" aesthetics favor symbolic over mimetic realism; his figures operate as moral lenses rather than fixed allegorical labels. Mid-century critics recognized this program. Edgar Allan Poe's 1842 review praised Hawthorne's "repose"—a quiet originality that invites reflective interpretation—highlighting how Hawthorne's tales cultivate a calm surface haunted by suggestive depths. At the same time, nineteenth-century reception also worried over allegorical excess: subsequent commentary on Poe's 1847 critique traces his complaint that Hawthorne was "too fond of allegory," evidence of a contemporary debate over the proper scope of symbolic indirection in American prose. Herman Melville, conversely, celebrated Hawthorne's "power of blackness," locating the novel's symbolic gravity in a Calvinist inheritance of innate depravity; his formulation situates Hawthorne's symbols within a Puritan psychology that compels self-scrutiny and dread. These mid-century responses help map how Hawthorne's symbolism was understood—as morally serious, national in aspiration, and ambivalently poised between allegory and psychological depth. [eapoe.org] [jstor.org], [zenodo.org] [ibiblio.org]

Two emblematic episodes demonstrate how Hawthorne's symbols refract Puritan social theology. First, the threshold tableau of the prison door and the wild rose-bush juxtaposes iron discipline with "some sweet moral blossom" from untamed nature (Hawthorne, 2005, ch. 1). The scene compresses the Puritan dialectic of law and grace: a community forged by covenantal strictures nevertheless confronts the unpredictable economy of mercy. The rose-bush functions as a counter-symbol to the scaffold, intimating that moral truth in a romance must be approached obliquely, by emblem and atmosphere rather than statute. Second, Pearl is repeatedly described as "the scarlet letter endowed with life," a living hieroglyph who rebukes mere externality by forcing Hester and Dimmesdale to confront inward meanings (Hawthorne, 2005, ch. 6). Pearl's mercurial behavior—touching the embroidered "A," demanding nighttime processions, reading omens—stages a pedagogy of conscience, reminding readers that Puritanism's deepest discipline is the interiorization of judgment.

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3. Critique with the FLUF(F) Checklist

reprompt, regenerate, and repeat until you reach "Zero FLUF(F)". Total the score in the FLUF(F) Test Rubric.

Indicator	Description of Infractions	GOAL: ZERO FLUF	
Review GenAI output against the indicator.	Provide a brief description of the infraction, issue, or concern.	Plus = yes, there are infractions/fail	Minus = no infractions/pass
Describe the issues with FORMAT Domain			
Layout	The structure is clear: thesis, body paragraphs, examples, scholarly context, and references. APA style is followed for citations. No layout issues.	-	
Length	Approx. 750 words as requested. Pass.	-	
Other		-	
Describe the issues with LANGUAGE Domain			
Tone	Formal, academic tone maintained throughout. No conversational or informal lapses.	-	
Phrasing	Some sentences are dense and could be simplified for sophomore-level clarity (e.g., "Framed by mid-century criticism, Hawthorne's symbolic method appears less a flight into abstraction..."). Slight risk of over-complex phrasing.	+	
Repetition	Minimal repetition; concepts like "symbol" recur but are necessary for topic.	+	
Other		-	
Describe the issues with USABILITY Domain			
Consistency	Consistent use of APA citations and terminology. No contradictions.	-	
Credibility	Scholarly source (Bercovitch) and primary text cited correctly. Historical context is accurate. Pass.	-	
Other	Instructions followed closely; no usability gaps	-	
Describe the issues with FANFARE (Audience) Domain			
Anecdotes		-	
Jargon	Occasional jargon-heavy phrases ("antebellum liberal ideology of accommodation") may challenge undergraduate readers. Heavy literary theory jargon in places (e.g., "Puritan semiotics," "romance aesthetics") may exceed sophomore-level expectations.		
Other			

Additional Considerations: FUNCTION (F+L+U+F+F)

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Beyond the guidelines, assess the output for expertise as a literary scholar. Are there any historical inaccuracies?

Indicator	Description of Infractions	Plus = yes, there are infractions/fail	Minus = no infractions/pass
Expertise	Assess the output for expertise as a literary scholar. Are there any historical inaccuracies?	-	
Context	Assess the output for expertise as a literary scholar. Are there any historical inaccuracies?	-	
Other	Assess the output for expertise as a literary scholar. Are there any historical inaccuracies?	-	

4. Score the FLUF(F) Rubric

FLUF(F) Test Rubric (CHOOSE ONE)

Use one of the following to sum up the FLUF(F) Score using the infractions described in the checklist.

Sum up the FLUF(F) Checklist infractions by domain.

FORMAT (Proper Display of Information)	LANGUAGE (Clear Communication)	USABILITY (Valid & Reliable Sources)	FANFARE (Appropriate for the Intended Audience)	FUNCTION (Lens, role, or expertise of reviewer)	SCORE (GOAL: ZERO FLUF)	
(+/-)	(+/-)	(+/-)	(+/-)	(+/-)	+Plus = assess a point per infraction that is present	-Minus = none found
0	2	0	1	0	SCORE: 3	

Remember, the goal is zero FLUF(F). Address any infractions by reprompt, regenerate, repeat until we have a satisfactory result.

Issues That May Require Reprompt/Regenerate

- Complex phrasing: Some sentences are overly dense; simplify for sophomore-level clarity.
- Jargon: Reduce or explain terms like "semiotics," "antebellum liberal ideology," "romance aesthetics."
- Audience alignment: Ensure language is accessible without sacrificing academic rigor.

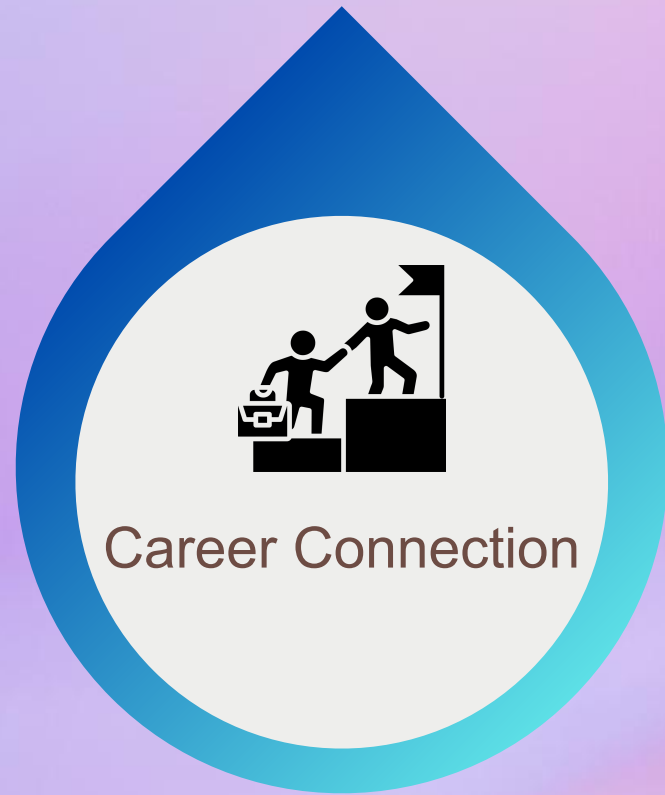
5. Got FLUF(F)? Reprompt, regenerate, repeat...

INPUT
PROMPT

INTERACT
WITH MODEL

CRITIQUE
OUTPUT

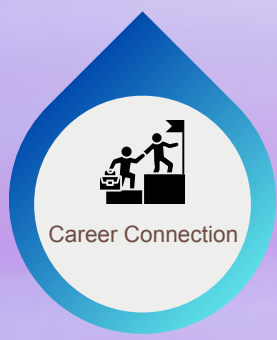
ASSESS AND
REDIRECT



Career Connection

- Integration of authentic learning with professional goals
- Understand how learner skills, interests, and experiences align with current and future workforce opportunities
- Goal Setting in alignment with learning





Career-Focused Activity: “AI in My Future Field”

Setting: an upper level course in a specific career or discipline

Authentic Learning Goal: Connect generative AI literacy to professional identity, ethics, and future employability.

Actions:

- Students research and present on *how generative AI is reshaping* a specific career sector (education, healthcare, engineering, media, etc.), including both opportunities and risks.
- **Assessment/Outcome:** A showcase of iSearch learning journeys around AI in My Future Field”



Rethinking College Essays: iSearch

An iSearch Paper integrates:

- *Structure & Format*
- *Mechanics & Grammar*
- *Reflection & Critical Thinking*
- *Information & AI Literacy*



The iSearch Process

The Story of My Research Journey



ISearch Introduction

- Choose Topic
- Share what I know / want to Know

CRAAP Test Online Sources

- Search Online
- Critique online sources with CRAAP Test

FLUF(F) Test Generative AI

- Use GenAI
- FLUF(F) the Prompt
- Critique GenAI with FLUF(F) Test

ISearch Essay

- Tell story of my search
- Significance of research experience
- Growth as researcher
- AI use cited
- Works Cited



iSearch Components

- 1. What I Know / Want to Know
- 2. The Story of My Search
- 3. Search Results
- 4. My Growth as a Researcher
- 5. Works Cited

Student Checklist

- 1. What I Know / Want to Know
 - ☐ Hook readers with an attention-grabbing statement.
 - ☐ Explain what you already know about the topic.
 - ☐ Tell what you want to know about your topic.
 - ☐ Form a clear and focused research question.
- 2. The Story of My Search
 - ☐ Document the steps of your research process.
 - ☐ Share your initial search strategy.
 - ☐ List sites used for research (e.g., library databases, Google Scholar, AI tools).
 - ☐ Identify search terms and techniques used.
 - ☐ Critically evaluate online sources using CRAAP, CARRDSS, SIFT, the 5 Key Questions, or another framework.
 - ☐ Evaluate AI-generated content using the FLUF(F) Test.
 - ☐ Describe how you filtered or narrowed your research topic.
- 3. Search Results
 - ☐ Write a clear thesis statement.
 - ☐ Present at least 3–5 findings that support your thesis.
 - ☐ Answer your research question based on your findings.
- 4. My Growth as a Researcher
 - ☐ Describe how you curated your sources.
 - ☐ Explain how you critically evaluated your sources.
 - ☐ Discuss how you synthesized information from multiple sources.
 - ☐ Reflect on the significance of your research experience.
- 5. Works Cited
 - ☐ Include the minimum required number of sources.
 - ☐ Cite all sources properly using APA format, including websites, AI tools, and evaluation frameworks.

Rubric

Category	Excellent	Good	Needs Improvement
Paper Structure	All iSearch sections are complete and well-developed: personal inquiry, search process, discoveries, and conclusion.	Most sections are present and adequately developed.	Some sections are missing or underdeveloped.
Writing Mechanics	Writing is clear, engaging, and mostly error-free; strong sentence structure and word choice.	Writing is generally clear with minor errors.	Writing is unclear or contains frequent errors.
Reflection & Insight	Deep reflection on learning and personal growth; shows critical thinking.	Some reflection and insight are present.	Minimal reflection; lacks depth or personal connection.
Use of Sources & Citations	Sources are relevant and properly cited (APA or required format), including any AI tools used (e.g., ChatGPT, Grammarly).	Sources are used with minor citation issues; AI tools mentioned but not fully cited.	Few or no sources; citations are incorrect or missing; AI use not acknowledged.



Examine Industry Trends: Man vs. Machine

Human vs. Machine: The Future of Work in [Your Industry]

1. What I Know / Want to Know

- What do I know about automation or AI in my field?
- What do I want to learn about its impact on jobs and ethics?

2. The Story of My Search

- Which keywords, databases, or AI models did I use?
- Did I consult experts or case studies?

3. Search Results

- How are machines replacing or complementing human roles?
- What predictions exist for the next 10 years?
- How will it impact my career field?

4. My Growth as a Researcher

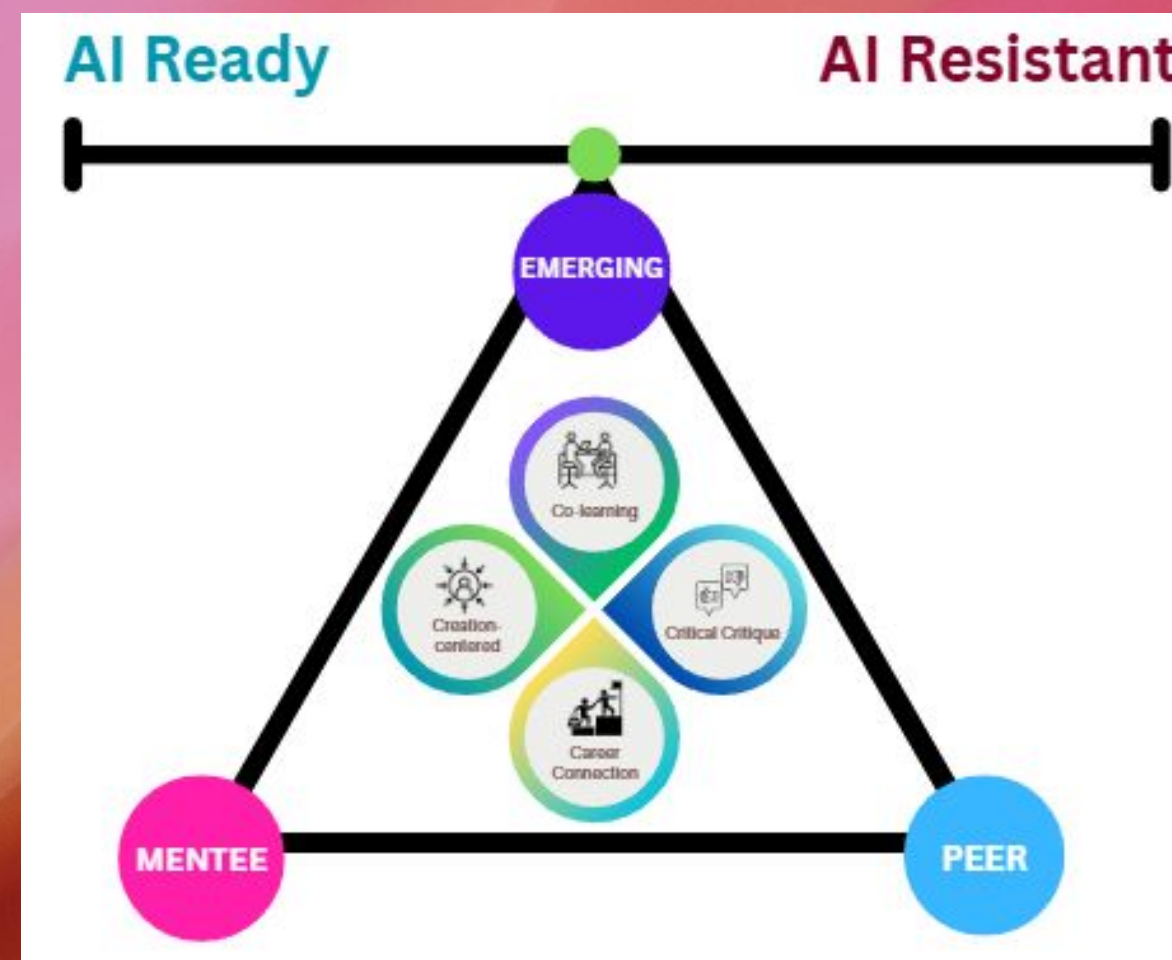
- How did my view on technology and human work evolve?
- What new research skills did I gain?

5. Works Cited

- Cite all articles, interviews, AI use, and reports.



How are you creating balance for an AI competent higher education environment?



Next Webinar: 12.2.25

Creating an AI-Competent Workforce that Creates a Competitive Edge

Survey



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How can we successfully meet the needs of all our adult learners in a technology-driven higher education world? Learn how AI can support the three relational levels of adult learners (Emerging, Mentee, Peer), leading to more engaged and personalized learning experiences that support student development of necessary AI competencies during their journey in college to their chosen careers. Learn how to design authentic learning and assessment experiences with AI to meet the unique needs of varied modern adult learners, from our 'Zoomer' students to our professionally-experienced, but AI novice peers.