



## A Constructivist Model for Leveraging GenAI Tools for Individualized, Peer-simulated Feedback on Student Writing

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# A Constructivist Model for Leveraging GenAI Tools for Individualized, Peer-simulated Feedback on Student Writing

**Abby McGuire, Warda Qureshi, Mariam Saad**

Article Info	Abstract
<b>Article History</b>	Building on previous research that has demonstrated close connections between constructivism, technology, and artificial intelligence, this article investigates the constructivist underpinnings of strategically integrating GenAI experiences in higher educational contexts to catalyze student learning. This study presents a new model for leveraging GenAI tools, for individualized, formative, peer-simulated feedback in graduate-level courses in higher education. This exploratory study presents graduate student reflections about the process and product created using ChatGPT for formative feedback with an instructor-generated prompt for an organizational behavior course. An analysis of student reflections and examples of ChatGPT-generated peer-simulated feedback, as well as an examination of ethical considerations, offer insights into the learning potential of utilizing GenAI tools for peer-simulated feedback in graduate-level courses.
<b>Keywords</b>	Constructivism Artificial intelligence Digital pedagogy Formative feedback Digital literacy

## Introduction

The fusion of constructivist principles with AI-powered language models represents a new educational frontier for higher education students and educators. Constructivist philosophy emphasizes students engage with the learning process as active, self-directed learners, who develop knowledge through creating connections between prior knowledge, social interactions, and their own reflections (Gambo, 2023; Wu, 2022). Relatedly, the tenets of constructivism purport the social construction of knowledge is bound to the situation and context of the learner's experience (Liu & Matthews, 2005), emphasizing learners are not receptacles to be filled with knowledge, but active participants in the learning process through social interactions (Jha, 2017).

Previous research has demonstrated close connections between constructivism, technology, and digital learning experiences (Wu, 2022), including artificial intelligence (Hof, 2021). Prior research has also documented the impact of the integration of information communication technologies (ICTs) into learning experiences through digital pedagogy, a practice that accelerated significantly since the onset of the pandemic (Baidoo-Anu & Owusu Ansah, 2023). Social constructivists integrate ICT into the learning environment as a component of the social process of learning, influencing the learners' experiences, habits, knowledge, and preferences (Jha, 2017). Employing digital pedagogical practices in online and hybrid learning environments results in ICT-supported learning experiences that are "effective, interesting, lively, motivating, and successful" (Paudel, 2021, p. 47).

GenAI tools involve the use of computer algorithms and machine learning techniques to generate human-like text and facilitate communication between humans and machines (OpenAI, 2023). Additionally, GenAI tools are designed to understand and generate natural language text (OpenAI, 2023). These tools leverage the capabilities of modern computing and communication technologies to facilitate interactions and exchanges of information between users and machines (OpenAI, 2023), which highlights the learning potential inherent in integrating such tools into student learning experiences in higher education. One powerful area of potential is in leveraging GenAI tools, specifically ChatGPT, to mentor students by providing formative feedback on student writing and student learning (Baidoo-Anu & Owusu Ansah, 2023; Mollick and Mollick, 2023). Teaching students to leverage ChatGPT to provide formative feedback on their writing helps remedy a problem Uribe and Vaughan (2017) noted as one of the most challenging components of distance education: providing timely, meaningful, formative feedback to students. Despite the challenges providing formative feedback poses to instructors, formative feedback has been demonstrated as an essential component of learner growth (Uribe & Vaughan, 2017), particularly formative feedback that is personalized to the learner, immediate, and frequent (Liebold & Schwartz, 2015).

Technology-enhanced formative assessment, provided through ChatGPT, can support learners in catalyzing the development of knowledge, providing students the opportunity for immediate, dialogic, and frequent feedback. Incorporating GenAI into student learning experiences is also a pedagogical imperative for helping students develop 21<sup>st</sup> century digital literacy skills (Anson, 2022; Bozkurt, 2023). One underexamined, impactful area for effective integration with ChatGPT, and the focus of this study, is the development of an instructor-guided process and constructivist framework for the engineering of a peer review prompt for student-use of ChatGPT for peer-simulated, formative feedback on student writing. As such, the purpose of this exploratory study is to present a new model for educators for leveraging ChatGPT to provide students individualized, formative, peer-simulated feedback in graduate-level courses in higher education.

## **Literature Review**

Toward the end of the 20th century, constructivism supplanted behaviorism and information processing models of education, approaches that failed to account for the active role of the learner or the influence of interaction in the learning process, as the dominant paradigm in education (Liu & Matthews, 2005). Constructivism is an educational philosophy that emphasizes the search for situation-specific, learner-focused, learner-discovered truth, whereby students construct meaning from their experiences through their existing knowledge, interactions, and reflection to draw conclusions and engage with the learning process (Gambo, 2023; Mohammed, & Kinyo, 2020). A co-principle of constructivism is its ability to foster the empowerment of students through students' self-directed conversations with themselves and their community, which facilitates an active experience to foster meaningful learning (Mohammed & Kinyo, 2020). Furthermore, the encouragement and direction students receive from experts and peer interactions foster learner competence (Mohammed & Kinyo, 2020).

In conjunction with meaning-making, constructivism offers a central piece in conceptualizing active learning and critical thinking (Gambo, 2023), two educational tenets that consistently make appearances in syllabi across

college campuses across disciplines. This distinction that learning is not a passive act of consuming knowledge, but an active process of constructing knowledge is particularly relevant to graduate education. It is the intersection of student-constructed knowledge, critical thinking, and student-empowerment that informs the scholarship of teaching and learning, particularly in the realms of digital pedagogy and graduate education. It is the convergence of students' internally constructed knowledge, critical thinking, and student-empowerment that underpins the scholarship of teaching and learning, and its foundational constructivist philosophy that has relevance for graduate education.

Emerging research has documented the opportunities and challenges associated with integrating GenAI tools in academic settings. Robert & Muscanell (2023) contended in *2023 Educause Horizon Action Plan: Generative AI*, that GenAI is historically, the most swiftly adopted technology. At the same time, consensus is still emerging about how, or even whether, to incorporate GenAI technology into higher education settings (Robert & Muscanell, 2023). Higher education administration and faculty are engaging with questions about what the mainstream integration of GenAI tools means for the future of teaching and learning (Robert & Muscanell, 2023). Despite the clear lack of consensus among educators and administrators, students and educators are adopting GenAI AI tools rapidly, with 49% of students and 22% of faculty reporting using GenAI writing tools in the Spring of 2023 (Tyton Partners, 2023). These findings about Gen-AI use are important when considered alongside other research that has demonstrated GenAI tools have the potential to augment the learning process through the social construction of knowledge (Firaina & Sulisworo, 2023). In this way, AI technologies can create artifacts of learning that are "not only 'objects of knowledge', but also 'agents' able to change our idea of what learning *is* [and] initiates the production of specific knowledge" (Hof, 2021, p. 94). As such, according to Hof, learners socially construct knowledge from their interactions with AI technology, a finding that has important implications for the uses of AI technology in higher education environments across modalities. The idea that learning experiences are constructed through student interaction with AI models can be applied to recent developments centered on crafting learning experiences supported with GenAI tools (GenAI), such as ChatGPT, which was released to the public by OpenAI in November 2022. Firaina & Sulisworo (2023) documented the efficacy and productivity enhancements to student learning of ChatGPT use, noting ChatGPT's "promising potential" for supporting students' construction of knowledge (p. 45).

## Research Questions

Through a constructivist framework, the researchers examined the following research questions:

1. In what ways does utilizing ChatGPT for peer-simulated feedback with a guided prompt tailored to specific writing assignment objectives provide opportunities for student engagement with the writing process?
2. To what extent does student-use of ChatGPT for peer-simulated feedback on student writing align with pedagogical writing feedback best practices?
3. How can a novel model utilizing ChatGPT for student-generated, peer-simulated feedback, grounded in best practices for writing feedback, be adapted to a variety of contexts within graduate education?

## **A New Educational Frontier: Social Construction of Knowledge Supported by Individualized AI-Generated Formative Feedback**

As education continues to evolve in the digital age, graduate-level courses have the potential to embrace innovative technologies to enhance the learning experience. The incorporation of constructivist principles with GenAI technology has the potential to reshape the landscape of higher education and foster dynamic, student-centered learning environments that empower individuals to co-construct knowledge collaboratively and meaningfully.

### **Designing a System for AI-generated Peer-Simulated Feedback**

Due to the importance of formative feedback on students' learning, and due to time-intensive challenges in providing immediate, frequent, dialogic feedback to students, this instructor, who was teaching several sections of a graduate-level organizational behavior course, titled *Organizational Behavior and Leadership*, designed a peer review system that included AI feedback options to support student learning. In this course, graduate students had the opportunity to obtain formative feedback on their written assignments before submitting their final drafts, which the instructor provided summative assessment on by adding instructor comments, providing rubric scores, and scoring with an overall grade.

The system offered students a variety of options, including two options for obtaining AI-generated feedback: one option through FeedbackFruits, a customizable AI tool built in to the Blackboard LMS system that offered feedback primarily on surface-level writing errors and feedback about use of sources and APA style; and one option through ChatGPT, using an instructor-provided prompt, connected to grading criteria and assignment goals that offered feedback on strengths, weaknesses, and areas of improvement. The instructor encouraged students who chose the AI option to critically evaluate the suggestions provided by AI platforms to ensure the suggestions aligned with the assignment goals. Other options available to students included an asynchronous peer-review from classmates, whereby students uploaded their draft to an online SharePoint folder and the instructor assigned each student a draft to review by re-labeling the file names to pair students into groups of two (e.g., Two drafts were labeled G1; two drafts were labeled G2). Students also were offered the opportunity to make an appointment to review their work synchronously or asynchronously through the university writing center. The instructor encouraged students to take advantage of multiple options to provide students various opportunities for feedback. The premise of this system is that by utilizing GenAI-powered language models for individualized feedback, graduate students become active, self-directed participants who take ownership of their learning journey. This process also supports learners as they co-create knowledge and engage in critical thinking and critical reflection practices essential for advanced academic pursuits. The high level of engagement afforded through this system extends to instructors, who can focus on facilitating meaningful discussions and guiding students in navigating the digital learning landscape. Uribe and Vaughan (2017) noted, "When students submit a single draft, teacher feedback, if any, is essentially moot; however, instructors can promote active learning and monitor student progress by requiring multiple drafts of critical assignments" (p. 290). Building a system that allows students to become agents of their own learning creates opportunities for students to meaningfully implement feedback and

deepen their learning (Uribe & Vaughan, 2017).

### **Prompt Engineering Elements and Purposes in Alignment with Writing Pedagogy Best-Practices**

In this organizational behavior course, the instructor effectively engineered a prompt, and provided it to students for students to use and interact with ChatGPT to review their work. To engineer the prompt, the instructor synthesized elements of the prompt from a combination of feedback best practices. The sample prompt the instructor provided to students is provided in its entirety in Appendix A. Table 1 provides information about specific elements, examples, the purpose of each prompt element, and research-based best practices from the field of writing pedagogy.

Table 1. Sample Prompt Elements, Examples, Purpose, and Best Practices

<b>Element</b>	<b>Example from Sample Prompt</b>	<b>Purpose</b>	<b>Feedback Best Practices</b>
<b>Greeting</b>	“Hello, Chat GPT,”	Initiates the conversation, provides a personal element to the conversation for the student	Provides a dialogic interaction (Nicol & McFarlane-Dick, 2006)
<b>Specific request</b>	“I would like to request a peer review of my research insight paper for our Organizational Behavior class.”	Provides a persona and context for ChatGPT to generate a response.	Provides a clear goal, aims to bridge the gap between current and desired performance (Nicol & McFarlane-Dick, 2006).
<b>Background information for ChatGPT</b>	“My chosen topic is [briefly state your chosen topic, e.g., ‘leadership effectiveness in virtual teams’].	Provides additional background information to ChatGPT. Allows the student to include their own research topic to personalize the feedback they receive.	Provides a clear goal, aims to bridge the gap between current and desired performance (Nicol & McFarlane-Dick, 2006).
<b>Draft of Student Writing</b>	I have pasted my draft here: [Student: Copy and paste your draft into the prompt and then delete this sentence from the	Provides the writing ChatGPT will review to ChatGPT. Allows the student	Provides immediate feedback on student writing (Liebold & Schwartz, 2015).

Element	Example from Sample Prompt	Purpose	Feedback Best Practices
	prompt.]	to include their draft for feedback.	
<b>Tone</b>	Please provide constructive	Communicates tone	Uses a positive tone to
<b>Expectations</b>	feedback on the following sections, following the guidelines provided by our instructor:	expectations. Offers a placeholder	support and encourage the learner (Liebold & Schwartz, 2015).
<b>Grading</b>	1. <b>Introduction:</b> Provide	Communicates	Provides balanced,
<b>Criteria/Rubric</b>	feedback on the clarity of my introduction.	specific grading criteria outlined in	specific feedback
<b>Categories</b>	Does it effectively explain the chosen topic's relevance in the field of organizational behavior?	the assignment description or rubric on which ChatGPT will incorporate into its peer feedback.	(Liebold & Schwartz)
	2. <b>Objectives and</b>		
	<b>Significance:</b> Evaluate the objectives I've outlined for my research insight. Do you find them clear and well-defined? Additionally, please assess how well I've discussed the significance of my chosen topic within the context of organizational behavior.		
	3. <b>Key Concepts and</b>		
	<b>Theories:</b> Share your thoughts on how I've presented and explained the key concepts and theories relevant to my chosen		

Element Prompt	Example from Sample Prompt	Purpose	Feedback Best Practices
	topic. Do they align with the research findings I've presented?		
	4. <b>Research Findings and Analysis:</b> Review the section where I present my research findings and analysis. Provide feedback on the clarity of my presentation and the effectiveness of the visuals and examples I've used to support my findings. Assess whether I've adequately explained the methodology I used.		
	5. <b>Implications and Practical Recommendations:</b> Evaluate my discussion of the implications of the research findings for organizations and individuals in the context of my chosen topic. Do you find my practical recommendations well-founded and actionable?		
	6. <b>Conclusion:</b> Assess the effectiveness of my conclusion in		

Element	Example from Sample Prompt	Purpose	Feedback Best Practices
	summarizing the main points of my research insight and reiterating its significance in the field of organizational behavior.		
<b>Additional request</b>	Additionally, please ensure that I have followed APA style guidelines for formatting, citations, and references.	Allows additional assignment criteria be included for feedback in ChatGPT's peer review.	(Nicol & McFarlane-Dick, 2006)
<b>Purpose of feedback</b>	Thank you for your valuable feedback. Your insights will help me improve my work.	Communicates the purpose of the feedback to ChatGPT.	aims to bridge the gap between current and desired performance
<b>Personal closing</b>	Best regards, [Your Name]"	Allows ChatGPT to address the student by name in responding to the feedback it provides.	Addresses the learner by name (Liebold & Schwartz, 2015).

### Student Reflections of ChatGPT-Generated Feedback for Peer Review

The following student reflections offer insights about the essence of the student experience using ChatGPT for formative, peer-simulated feedback in a graduate-level organizational behavior course for research-based writing assignment. The assignment required students select an organizational behavior topic and present compelling research insights from the literature in the field. Two graduate students formerly enrolled in an organizational behavior course, whose ideas are detailed in the next section, provided their reflections about engaging with ChatGPT for formative, peer-simulated feedback on their writing for the research insight assignment.

#### *Student 1: Warda Qureshi*

Using ChatGPT for my Research Insight Paper was a transformative experience, offering a unique blend of creative freedom and valuable guidance. This tool allowed me to explore various research angles, granting me the liberty to brainstorm and experiment with ideas beyond the constraints of traditional research. For example, when I asked ChatGPT about ideas to add into a paragraph where I quoted motivational theories, it provided me with the following feedback, "However, it might be beneficial to provide a brief explanation of these theories within

the paper itself for readers who may not be familiar with them. This will enhance the understanding of their relevance". (ChatGPT, personal communication, September 10, 2023)

What stood out most was ChatGPT's ability to maintain a delicate balance. It did not dictate strict guidelines but provided a flexible framework, encouraging me to think critically and define my paper's focus independently. This flexibility was instrumental in shaping a distinct and engaging research angle. One of the most significant advantages of using ChatGPT was the timely feedback it offered. Unlike waiting for human feedback, I received prompt responses, saving me precious time. This enabled me to maintain a consistent workflow and dedicate more time to in-depth research and refining my arguments. On the contrary, it's essential to recognize that ChatGPT does not offer a comprehensive solution for addressing all the deficiencies present in a paper or assignment. It lacks the ability to correctly identify text formatting, rectify spelling mistakes, or ensure flawless grammar usage. I personally encountered this challenge when working on a personal reflection paper or any other type of written work that requires meticulous attention to grammar and spelling. I view this as a limitation of ChatGPT. Additionally, there are instances when ChatGPT's responses come across as automated, making it evident which papers were generated by ChatGPT and which were authored by students. While a personal reflection paper should exhibit grammatical precision, it should also maintain a conversational tone rather than a strictly formal one. I think by the correct use of prompt submitted to ChatGPT, these shortcomings can be avoided.

In retrospect, my experience with ChatGPT enhanced not only my research process but also my research skills. It taught me the importance of adaptability in academic inquiry, complementing traditional research methods. While ChatGPT doesn't replace human expertise, it significantly streamlines the research process and makes it more efficient and rewarding. Overall, my experience with ChatGPT has been positive and transformative. It has enriched my academic journey, offering a valuable tool for research while fostering critical thinking and independence in my approach.

***Student 2: Mariam Saad***

The feedback I received from ChatGPT mainly allowed me to see that my work is going on the right track. Considering that I am someone who tends to get confused as to what information I should include in a paper, ChatGPT feedback helped clarify if I am meeting the requirements of the assignment in hand. The feedback offered constructive criticism in more of a neutral to positive tone where it listed the strong and well-structured parts of my paper while also offering enhancing ideas in a suggestive manner along with relevant explanations. The adjectives used were objective and topic-specific, such as "clear", "well-discussed", and "effectively highlighted". Nonetheless, "Good job, Mariam!" was used as an encouraging phrase at the end of the feedback (OpenAI, 2023).

On the one hand, there are multiple helpful aspects of the ChatGPT-generated feedback process including but not limited to the convenience and time efficiency of the use of the tool. ChatGPT-generated feedback was done on my personal computer and the feedback was instantaneous. Moreover, the feedback was detailed and covered every section of the paper independently, and the suggestions provided made the paper stronger. On the other

hand, ChatGPT-generated feedback did not offer feedback about paper formatting (e.g., spacing, indentation, italicizing) because it can only recognize unformatted text pasted into the chat window. Moreover, no feedback was given about possible grammar or spelling mistakes in the paper, but that could be related to the content of the prompt given to ChatGPT at the beginning. ChatGPT feedback was a very helpful process, and I will continue to use it in my upcoming assignments. I believe that having multiple ChatGPT prompts that cover paper proofreading would be effective tools that students could use to enhance their writing skills.

### **Thematic Analysis of Student Reflections**

Qureshi's and Saad's reflections provide a sample of student perspectives about their views of the benefits and considerations they observed when leveraging ChatGPT for peer-simulated, formative feedback in a graduate-level course. Of note, Qureshi and Saad highlighted the transformative potential of ChatGPT in the learning process. Qureshi emphasized the unique blend of creative freedom and guidance offered by ChatGPT, which she claimed encourages students to explore various research angles while maintaining a flexible framework. Saad echoed this sentiment in reflecting that ChatGPT helped her confirm her work was in alignment with assignment goals and guidelines, which provided clarity in navigating the writing process. These reflections suggest GenAI tools like ChatGPT can support students in striking a balance between structure and creative independence, catering to diverse learning styles.

Additionally, Qureshi and Saad claimed the instantaneous feedback afforded through interaction with ChatGPT for peer-simulated feedback provided in-the-moment guidance to help them make progress developing their final drafts in alignment with the assignment objectives. In her response, Qureshi communicated her appreciation of ChatGPT's ability to provide immediate responses, saving valuable time and enabling a consistent workflow. Correspondingly, Saad's reflection also emphasized how she valued the convenience and time efficiency of the tool. While the content of these reflections is not generalizable beyond the context of their responses, these reflections suggest educators teaching graduate-level courses can recognize the importance of timely feedback in keeping students engaged and motivated in their academic endeavors.

Furthermore, Saad and Qureshi acknowledged the role of ChatGPT in enhancing their research skills. Qureshi pointed out that her experience with ChatGPT improved her adaptability in academic inquiry, complementing traditional research methods. Saad, who appreciated the constructive feedback, noted ChatGPT's suggestions strengthened the quality of her writing. These details highlight the potential for AI tools to not only aid in completing assignments but also in skill development, fostering critical thinking, and refining research approaches.

However, both reflections also recognize the limitations of AI. Saad and Qureshi mentioned ChatGPT did not provide feedback on paper formatting, grammar, or spelling, and Qureshi acknowledged ChatGPT does not replace human expertise. While the content of these reflections is not generalizable beyond the context of their responses, in synthesis, these student reflections underscore the valuable role of ChatGPT in providing timely, constructive, and encouraging feedback, enhancing research skills, and streamlining the learning process for these

graduate students in this graduate-level course.

### A Constructivist Framework for Prompt Engineering a Peer-Simulated Review Prompt for Formative Writing Feedback

ChatGPT and similar GenAI tools have the potential to become a powerful digital learning practice when integrated thoughtfully into educational settings, promoting student growth and independence while respecting the need for human expertise. A reflective analysis of the sample prompt and student reflections offers insights into the elements necessary for developing a constructive framework for engineering a peer review prompt for ChatGPT. This framework is detailed in Figure 1.

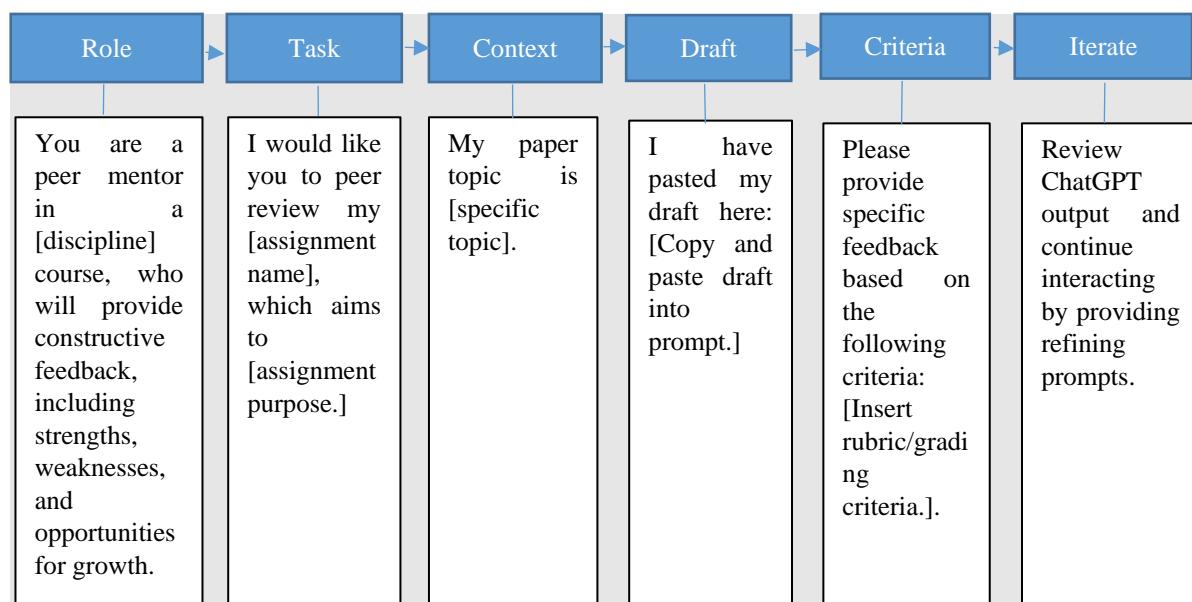


Figure 1. Constructivist Framework for Engineering a Peer Review Prompt for ChatGPT

The framework is organized into six prompt engineering elements: role, task, context, draft, criteria, and iterative refining prompts. Instructors can utilize this framework to integrate specific instruction for peer-simulated review interactions for students for using ChatGPT, fostering students' critical thinking and digital literacy skills by using GenAI tools in ethical and responsible ways. Educators should encourage students to engage with the process of interacting with ChatGPT for feedback, as well as encourage students to critically reflect on the ChatGPT output and interactions. By supporting the development of these essential skills, higher education educators can support students by catalyzing the co-construction of knowledge through students' interaction with ChatGPT.

### Ethical Considerations & Related Opportunities

Teaching students to write with GenAI tools is an ethical and pedagogical imperative in developing students' digital literacy skills (Anson, 2020; Bozkurt, 2023). Despite this fact, there are ethical considerations and related opportunities for educators in teaching students the digital literacy skills needed to effectively use tools, such as ChatGPT, to provide formative, peer-simulated feedback on student writing.

### **Inaccurate Information**

One inherent complication of using ChatGPT to produce feedback on student-generated content lies in the fact that ChatGPT is known to produce inaccurate information, called hallucinations or confabulations, woven so tightly into its response, it can be difficult for a non-expert on the topic to detect the misinformation. Bozkurt (2023) contended it is important to note this fallibility is not exclusive to AI, as humans are also prone to producing inaccurate information. This perspective and this limitation provide the opportunity for educators leveraging ChatGPT as a digital pedagogy practice, to teach students to develop critical thinking and critical reading skills to identify and correct inaccuracies. Kasneci et al. (2023) noted ChatGPT offers educators the opportunity to develop personalized learning experiences for students, including using large language models to provide individualized feedback to students.

### **Depersonalized Learning**

Additionally, the use of ChatGPT for peer-simulated feedback may lead to depersonalization of the learning experience. AI-generated feedback can be valuable in supplementing interactions and feedback from the instructor, it should not replace the interpersonal aspects of student's learning experiences throughout their graduate study. Bozkurt (2023) noted that learning is inherently a social experience. Striking a balance between automation and maintaining the human touch in education is crucial to ethical implementation, as students can become overly reliant on GenAI tools (Kasneci et al., 2023). ChatGPT should be incorporated to support students other learning experiences (Kasneci et al., 2023). Through asynchronous and synchronous learning opportunities, such as live class sessions, student conferences, summative feedback on student writing, and weekly announcements, educators can work to create connections and meaningful relationships with students. Developing the instructor-student connection with intention through empathy, social interaction, and deeper understanding through dialogue produces the potential to enhance students' learning experiences. Also of increasing importance is elevating students' inquiry skills, as "education shifts from extensive knowledge to the mastery of the inquiry" (Bozkurt, 2023, p. 201).

### **Reproduction of Biases**

GenAI tools reproduce biases embedded across the landscape of existing content (Kasneci et al., 2023). The reproduction of bias has ethical implications for educators and students and provides educators the opportunity to teach students to work to identify bias in ChatGPT-generated content, which is a critical digital literacy skill and provides the potential for students to develop metacognitive skills in reflecting on, identifying, and working to eliminate biases in their writing.

### **Plagiarism/Cheating**

As many mainstream articles have noted, students have the potential to use ChatGPT for academic dishonesty, submitting machine-generated content as their own to fulfill assignment and exam requirements. If faculty

integrate ChatGPT into a course to utilize as a tool for providing peer-simulated feedback to students, some students may utilize the tool in other ways that violate academic integrity. The opportunities inherent in introducing ChatGPT to students and teaching students to use ChatGPT ethically and responsibly to support their learning outweighs the potential of students using ChatGPT for cheating purposes. Students may be more likely to use ChatGPT for cheating purposes if they have not been taught how to use the tool ethically and responsibly. Anson (2020) stated the importance of redefining plagiarism in the age of AI to reflect the unique interactions that co-create content between human and machine. Therefore, the opportunity lies in providing students the opportunity to gain a reimagined, nuanced understanding of plagiarism through interactions with GenAI tools promotes teaching and learning about academic integrity.

## **Recommendations for Practice and Future Research**

The findings of this study have been extended to highlight important recommendations for practice and recommendations for future research:

### **Recommendations for Practice**

As educators explore the integration of ChatGPT and similar AI technologies into the classroom to provide formative, peer-simulated feedback on student writing, it is crucial educators establish practical guidelines for responsible, ethical, and effective use. Higher education educators should begin by establishing clear learning objectives for the use of ChatGPT for providing peer-simulated, formative feedback on student writing. Having well-defined objectives will help educators guide students' use of ChatGPT in a purposeful manner and set boundaries for students outlining the process for using ChatGPT ethically and responsibly to support their writing process. Educators should clearly define the role of ChatGPT in the writing process and offer guidelines on when and how to use ChatGPT. For example, students can use it to generate initial drafts, check grammar and spelling, or brainstorm ideas, but they should not rely solely on it for in-depth analysis or evaluation.

Furthermore, it is highly recommended that educators remind students to critically evaluate the AI-generated feedback. Students should consider whether the suggestions align with their goals and audience and whether they make sense in the context of their writing. Nonetheless, they should emphasize the importance of ethical use. Students should understand that while ChatGPT can assist with writing, it is essential to acknowledge its use in their work and not pass off AI-generated content as their own. For the faculty to refine their guidance and improve the use of the tool in their courses, they could establish a feedback loop where students can share their experiences and insights on using ChatGPT.

Additionally, instructors can enhance student learning by emphasizing the writing process and require students to document stages of their drafting process. Students should be encouraged to reflect on and submit interactions with ChatGPT to create transparency and opportunities for instructor guidance. Offering opportunities for students to discuss AI-generated feedback provides an opportunity to enhance students' critical thinking skills and a chance for educators to address any questions or concerns about the AI-generated suggestions. Finally, educators may

find value in working to develop their own awareness and maintain currency about the learning potential GenAI tools, such as Chat GPT, can provide students. In developing this awareness, educators also need to cultivate their expertise about best practices and limitations of GenAI tools, such as Chat GPT, and ensure that AI tools are used as supplements rather than substitutes for human guidance. There is a risk that students may receive inaccurate or unhelpful feedback or become overly reliant on ChatGPT without critically assessing the feedback provided. To mitigate these potential risks, it is important that educators teach students how to evaluate AI-generated feedback and use it as a supplement to, rather than a replacement for, human feedback.

### **Recommendations for Future Research**

Research in the field of technology-enhanced education has a plethora of possibilities for possible areas of contributions for future research surrounding the application and best practices of integrating GenAI technologies into student learning experiences. One such area that would benefit from further exploration is the ethical implications of using GenAI tools to supplement student learning experiences, particularly centered on identifying best practices for helping students develop an understanding of how to use ChatGPT ethically and responsibly, within the boundaries of academic integrity. Future research should also explore expand on the concept of this study in examining student experiences and perceptions with leveraging ChatGPT, or other AI technologies, to provide peer-simulated feedback on student writing. Furthermore, future research might investigate the application of peer-simulated feedback practices on diverse levels and populations of students: undergraduate students, doctoral students, international students, students from traditionally marginalized racial or ethnic backgrounds, and neurodiverse students. These future studies have the potential to add to an important and growing body of research about the possibilities, pitfalls, and best practices for integrating GenAI tools into the learning experiences of higher education students.

### **Conclusion**

The integration of constructivist principles with GenAI-powered language models represents a new education frontier for graduate-level courses. Constructivist practices can enhance digital pedagogy, resulting in ICT-supported learning experiences that support student growth and mastery of learning outcomes. Leveraging ChatGPT for individualized, dialogic, peer-simulated feedback in graduate-level courses in higher education is a pedagogical practice that has the potential to enhance student learning. The student reflections presented in this study underscore the valuable role of ChatGPT in providing timely, constructive feedback to streamline the learning process through dialogic, peer-simulated interaction. In addition to these stated benefits, educators should be mindful of the ethical implications and limitations of integrating GenAI tools into digital pedagogical practices. As such, educators should intentionally highlight these limitations by transparently teaching students to use ChatGPT ethically and responsibly to support their learning. Ultimately, ChatGPT and similar AI tools can be powerful assets when integrated thoughtfully into educational settings, developing students' digital literacy skills, facilitating mastery of course content, and promoting student growth and independence while respecting the need for human expertise.

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## Appendix A. Sample Student Instructions and ChatGPT Peer Review Prompt

The following instructions and prompt were provided to graduate students enrolled in an organizational behavior course for obtaining peer feedback from ChatGPT on their Research Insight Papers, an assignment that required students to select a specific topic from the field of organizational behavior and present current research insights from the literature on that topic with support from at least four scholarly sources.

### Instructions

Note: You will need an account with ChatGPT to use the following prompt. This prompt has not been tested with other GenAI tools. It's also a good idea to use AI-generated feedback in conjunction with peer feedback to ensure the appropriateness of AI-generated suggestions.

1. Create an account or log in to [ChatGPT](#).
2. Start a new chat.
3. Copy and paste the following prompt ,with your draft pasted in the appropriate section, into the message box:

### ChatGPT Prompt

"Hello ChatGPT,

I would like to request a peer review of my research insight paper for our Organizational Behavior class. My chosen topic is [briefly state your chosen topic, e.g., 'leadership effectiveness in virtual teams'].

I have pasted my draft here: [Student: Copy and paste your draft into the prompt and then delete this sentence from the prompt.]

Please provide constructive feedback on the following sections, following the guidelines provided by our instructor:

1. **Introduction:** Provide feedback on the clarity of my introduction. Does it effectively explain the chosen topic's relevance in the field of organizational behavior?
2. **Objectives and Significance:** Evaluate the objectives I've outlined for my research insight. Do you find them clear and well-defined? Additionally, please assess how well I've discussed the significance of my chosen topic within the context of organizational behavior.
3. **Key Concepts and Theories:** Share your thoughts on how I've presented and explained the key concepts and theories relevant to my chosen topic. Do they align with the research findings I've presented?
4. **Research Findings and Analysis:** Review the section where I present my research findings and analysis. Provide feedback on the clarity of my presentation and the effectiveness of the visuals and examples I've used to support my findings. Assess whether I've adequately explained the methodology I used.
5. **Implications and Practical Recommendations:** Evaluate my discussion of the implications of the research findings for organizations and individuals in the context of my chosen topic. Do you find my practical recommendations well-founded and actionable?

6. **Conclusion:** Assess the effectiveness of my conclusion in summarizing the main points of my research insight and reiterating its significance in the field of organizational behavior.

Additionally, please ensure that I have followed APA style guidelines for formatting, citations, and references.

Thank you for your valuable feedback. Your insights will help me improve my work.

Best regards, [Your Name]"

4. Review the feedback.

5. Save and submit the chat with your Assignment 1 in the Assignment 1 submission link.

## **Appendix B. ChatGPT Peer Review Response for Warda Qureshi**

"Hello ChatGPT, I would like to request a peer review of my research insight paper, presentation, or infographic for our Organizational Behavior class. My chosen topic is [briefly state your chosen topic, e.g., 'leadership effectiveness in virtual teams']. I have pasted my draft here: [Student: Copy and paste your draft into the prompt and then delete this sentence from the prompt.] Please provide constructive feedback on the following sections, following the guidelines provided by our instructor: Introduction: Provide feedback on the clarity of my introduction. Does it effectively explain the chosen topic's relevance in the field of organizational behavior? Objectives and Significance: Evaluate the objectives I've outlined for my research insight. Do you find them clear and well-defined? Additionally, please assess how well I've discussed the significance of my chosen topic within the context of organizational behavior. Key Concepts and Theories: Share your thoughts on how I've presented and explained the key concepts and theories relevant to my chosen topic. Do they align with the research findings I've presented? Research Findings and Analysis: Review the section where I present my research findings and analysis. Provide feedback on the clarity of my presentation and the effectiveness of the visuals and examples I've used to support my findings. Assess whether I've adequately explained the methodology I used. Implications and Practical Recommendations: Evaluate my discussion of the implications of the research findings for organizations and individuals in the context of my chosen topic. Do you find my practical recommendations well-founded and actionable? Conclusion: Assess the effectiveness of my conclusion in summarizing the main points of my research insight and reiterating its significance in the field of organizational behavior. Additionally, please ensure that I have followed APA style guidelines for formatting, citations, and references. Thank you for your valuable feedback. Your insights will help me improve my work. Best regards,

ChatGPT

Hello,

I'd be happy to help you with your peer review request for your Organizational Behavior research insight paper, presentation, or infographic. However, you haven't provided the specific content you'd like me to review. Please paste the content you want me to review, and I'll provide feedback on the sections you mentioned:

Introduction

Objectives and Significance

Key Concepts and Theories

Research Findings and Analysis

Implications and Practical Recommendations

Conclusion

Once you've pasted your content, I'll provide constructive feedback on each of these sections and check for adherence to APA style guidelines.

Introduction Research has shown that while financial incentives are important, non-monetary factors such as opportunities for skill development and career advancement have a profound impact on employee motivation and job satisfaction. Objectives and significance: Employees who find satisfaction in their jobs tend to produce more efficient and effective results, thereby increasing overall productivity. Job satisfaction can be influenced by numerous factors, including the incentives offered, the organization's culture, the work environment, or the

recognition employees receive. Regardless of the specific factor, job satisfaction has the positive effect of reducing employee turnover rates, which helps the organization save on unnecessary costs. Moreover, high job satisfaction contributes to the creation of a more cohesive and favorable working environment, greater employee engagement, and the cultivation of a skilled workforce, all of which benefit the organization. It also promotes employee well-being, which is a top priority for any organization. Key concepts/ theories: Many theories are tested for concluding job satisfaction. Some of these theories correlated the factors with job satisfaction while others focused on the relationship between job satisfaction and motivation. Some of these theories are Maslow's Hierarchy of needs and Herzberg's two factor theory. Human beings have needs that are hierarchically ranked (Maslow, 1954). Whereas Herzberg's theory states that employees are motivated by two factors: motivators and hygiene factors. Research findings: All motivational theories had their limitations, but the goal was to improve employee motivation. Factors that increased or decreased motivation were highlighted. According to Galop employees work 20% better when they are motivated. Whereas, Employee motivation is positively impacted by having a sense of autonomy, which leads to a 15% higher engagement rate (Essential Employee Motivation Statistics in 2023, ZipDo) Implications: These theories hold significant importance as they serve as catalysts that propel both employees and organizations towards specific goals. They play a pivotal role in enhancing productivity, retention rates, and elevating job satisfaction levels. Moreover, these theories offer invaluable insights into the fundamental elements that influence human behavior, thereby enabling us to gain a deeper understanding of the driving forces behind various behaviors. Recommendations: In 2023 and beyond, companies should prioritize the development of fresh strategies aimed at enhancing employee motivation, ultimately leading to improved job satisfaction. One effective approach involves actively involving employees in activities geared towards brainstorming and sharing innovative ideas to enhance their work experience. Furthermore, fostering a culture where employees feel motivated to provide feedback on changes that impact on their motivation is essential. It's worth noting that recent research indicates that a significant number of managers continue to rely on outdated theories that employees may not fully resonate with or comply with. Motivating factors that are scarcely distributed among employees should be focused on. For example, providing Autonomy, adequate recognition, meaningful work, and empathy should be made a part of the policies. Conclusion: In conclusion, motivational factors, such as skill development and autonomy, not only increase motivation but also increase job satisfaction. Motivation leads to job satisfaction, which enhances productivity, retention rate and aids in fostering a positive work culture. Theories such as Herzberg's and Maslow's fail to develop deeper understanding of the factors that influence motivation in today's era. In the future, companies should prioritize and promote involvement of employees in generating innovative ideas and feedback to stay away from adapting outdated theories. These steps not only boost motivation and improve job satisfaction but also ensure long-term organizational success.

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### ChatGPT

Thank you for sharing your research insight paper. Here's feedback on the sections you mentioned:

**Introduction:** Your introduction effectively highlights the relevance of your chosen topic in the field of organizational behavior. You've introduced the idea that non-monetary factors like skill development and career advancement impact employee motivation and job satisfaction. It provides a clear context for your research.

**Objectives and Significance:** You've outlined clear objectives for your research insight, emphasizing the importance of job satisfaction for overall productivity and employee retention. You've also discussed the significance well, particularly in terms of cost savings, a favorable working environment, and employee well-being. It's well-structured and makes the importance of your topic clear.

**Key Concepts and Theories:** You've introduced relevant theories (Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory) effectively. However, it might be beneficial to provide a brief explanation of these theories within the paper itself for readers who may not be familiar with them. This will enhance the understanding of their relevance.

**Research Findings:** You've shared a relevant statistic about the impact of motivation on employee performance, which adds credibility to your research. However, it would be helpful to provide more specific research findings related to your chosen topic. If there are no specific findings, you could discuss the limitations of existing research in this area.

**Implications and Practical Recommendations:** You've done well in discussing the implications of your research findings for both employees and organizations. It's clear that you've thought about the broader impact of motivation on various aspects of work. Your recommendations are practical and align with the research insights you've presented.

**Conclusion:** Your conclusion effectively summarizes the main points and reiterates the importance of motivation and job satisfaction. It reinforces the practical implications and offers a forward-looking perspective for organizations. However, you might consider reinforcing the need for modern approaches to motivation, tying it back to the outdated theories mentioned earlier in the paper.

**APA Style:** Your references section seems to be in APA style, which is correct. Just ensure that you've followed the specific APA formatting rules for citations and references consistently throughout the paper. Also, check for any in-text citations that may be missing or incorrect.

Overall, your paper is well-structured and provides a solid foundation for exploring the relationship between motivation, job satisfaction, and organizational behavior. Consider adding more specific research findings or case examples to strengthen your arguments further. Good job!

"Hello ChatGPT, I would like to request a peer review of my research insight paper, presentation, or infographic for our Organizational Behavior class. I have pasted my draft above. Please provide constructive feedback on the following sections, following the guidelines provided by our instructor: Introduction: Provide feedback on the clarity of my introduction. Does it effectively explain the chosen topic's relevance in the field of organizational

behavior? Objectives and Significance: Evaluate the objectives I've outlined for my research insight. Do you find them clear and well-defined? Additionally, please assess how well I've discussed the significance of my chosen topic within the context of organizational behavior. Key Concepts and Theories: Share your thoughts on how I've presented and explained the key concepts and theories relevant to my chosen topic. Do they align with the research findings I've presented? Research Findings and Analysis: Review the section where I present my research findings and analysis. Provide feedback on the clarity of my presentation and the effectiveness of the visuals and examples I've used to support my findings. Assess whether I've adequately explained the methodology I used. Implications and Practical Recommendations: Evaluate my discussion of the implications of the research findings for organizations and individuals in the context of my chosen topic. Do you find my practical recommendations well-founded and actionable? Conclusion: Assess the effectiveness of my conclusion in summarizing the main points of my research insight and reiterating its significance in the field of organizational behavior. Additionally, please ensure that I have followed APA style guidelines for formatting, citations, and references. Thank you for your valuable feedback. Your insights will help me improve my work. Best regards, Warda Qureshi

ChatGPT

Hello Warda Qureshi,

Thank you for sharing your research insight paper. I'll provide feedback on each of the sections you mentioned, following the guidelines you provided:

Introduction: Your introduction effectively communicates the relevance of your chosen topic to the field of organizational behavior. It mentions the importance of non-monetary factors in job satisfaction and motivation, providing a clear context for your research. However, consider adding a brief thesis statement to outline the main focus or argument of your paper explicitly.

Objectives and Significance: Your objectives are clear and well-defined, emphasizing the relationship between job satisfaction, motivation, and productivity. You have also effectively discussed the significance of your chosen topic within the context of organizational behavior, highlighting the impact on employee turnover, a favorable work environment, and well-being. This section is well-structured and aligns with your research topic.

Key Concepts and Theories: You've introduced relevant theories (Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory) effectively. However, it would be beneficial to provide a brief explanation of these theories within the paper itself for readers who may not be familiar with them. This will enhance the understanding of their relevance.

Research Findings and Analysis: The presentation of your research findings and analysis is clear and concise. However, it seems that specific research findings related to your chosen topic are lacking. It's essential to include data, statistics, or examples that directly support your argument about the impact of motivation and job satisfaction on productivity. Additionally, consider providing more information about the methodology you used to gather your research findings.

Implications and Practical Recommendations: Your discussion of the implications of research findings is insightful and aligns with the context of your chosen topic. You have provided practical recommendations that organizations can consider to improve motivation and job satisfaction. They are well-founded and actionable. To enhance this section, you could expand on each recommendation and offer potential strategies for implementation.

Conclusion: The conclusion effectively summarizes the main points of your research insight and reiterates its

significance in the field of organizational behavior. It ties back to the importance of modern approaches to motivation and the need to move away from outdated theories, which strengthens your argument.

**APA Style:** Your references section appears to follow APA style guidelines. However, make sure that you've consistently followed APA formatting rules for citations and references throughout the paper. Check for any in-text citations that may be missing or incorrect.

Overall, your research insight paper provides a strong foundation for exploring the relationship between motivation, job satisfaction, and organizational behavior. To enhance it, consider adding specific research findings and expanding on practical recommendations. Your work is well-structured and demonstrates a good understanding of the topic. Good job!

## **Appendix C. ChatGPT Peer Review Response for Mariam Saad**

"Hello ChatGPT, I would like to request a peer review of my research insight paper for our Organizational Behavior class. My chosen topic is "Effectiveness of Employee Disciplinary Policies and Their Impact on Employee Performance and Motivation".

I have pasted my draft here: Effectiveness of Employee Disciplinary Policies and Their Impact on Employee Performance and Motivation Employee disciplinary policies are a critical component of human resource management in organizations and serve as a framework for managing employee behavior and performance within organizations. These policies are designed to establish clear guidelines for addressing misconduct, enforcing rules and regulations, and maintaining a productive and harmonious work environment. The primary goal of disciplinary policies is to correct employee behavior, deter future infractions, and ultimately contribute to enhanced employee performance. However, the effectiveness of such policies and their impact on employees' motivation and performance is a topic that warrants closer examination. Through an exploration of academic literature, this paper provides insights into the multifaceted relationship between disciplinary policies, employee motivation, and performance. Key concepts and theories When studying the effectiveness of disciplinary policies, it is important to look into employee deterrence and compliance, and whether employee development and corrective actions are taking place. Furthermore, negative and positive impacts on employee motivation as well as employee performance are the main measuring tools of the effectiveness of the policies in place. Nonetheless, research showed three different theories upon which disciplinary policies are built: 1. The Red-Hot-Stove Theory emphasizes that disciplinary actions should be applied promptly, consistently, and in a manner that employees can predict, helping to maintain fairness and transparency in the disciplinary process (Cardy & Dobbins, 1994). 2. The Progressive Discipline Theory manages misconduct following a series of escalating steps to provide employees with opportunities to correct their behavior or improve their performance gradually while maintaining fairness and due process (Mukhtar & Asmawiyah, 2020). 3. The Surveillance Theory, which, in the context of organizational behavior, suggests that monitoring the employees' actions, behavior, and performance can influence their behavior by promoting compliance with organizational rules and standards (Lyon, 2011). Research findings and analysis In the matter of compliance, research suggests that well-defined and consistently enforced disciplinary policies can serve as a deterrent to inappropriate behavior and non-compliance with workplace rules and promote a culture of responsibility among employees (Mukhtar & Asmawiyah, 2020). Weaknesses in leadership and supervision contribute to non-compliance with disciplinary procedures. (Chewe & Kweku Taylor, 2021). For instance, the codes of ethics and disciplinary procedures are frequently violated by employees at Ndola City Council without facing significant consequences from management. This lax enforcement of disciplinary procedures contributes to issues such as absenteeism and presenteeism, ultimately impacting the local authority's efficiency and quality of service delivery (Chewe & Kweku Taylor, 2021). As corrective actions, effective disciplinary policies provide a structured approach to addressing performance issues, allowing employees the opportunity for improvement. Timely intervention and constructive feedback can contribute to employee development and skill enhancement (Xin et al., 2021). Consequently, research has shown that transparent and fair disciplinary procedures can enhance employee motivation, especially as they adhere to policies and strive for better performance to avoid disciplinary actions (Anthony, 2017). Overly punitive or inconsistent policies,

however, can lead to demotivation and decreased job satisfaction. Similarly, on one hand, there is a positive correlation between disciplinary procedures and employee performance, emphasizing the staff's responsibility to provide quality service to the public and suggesting that good employee discipline improves performance (Chewe & Kweku Taylor, 2021). On the other hand, if not executed judiciously, disciplinary actions can lead to a decline in performance, as employees may become disheartened or fearful of repercussions. High levels of stress and anxiety resulting from disciplinary processes can hinder productivity as well (Franklin & Pagan, 2006). Implications and practical recommendations Studying the effectiveness of disciplinary policies and their impact on employee motivation and performance is essential for organizations seeking to maintain a healthy and productive work environment while complying with legal requirements and retaining valuable employees. It allows for evidence-based adjustments to policies that can benefit both employees and the organization as a whole. Further research should be conducted on analytical comparisons of Disciplinary Approaches, the effectiveness of disciplinary policies with different leadership styles, and Employee Resilience and Coping Mechanisms. Conclusion Employee disciplinary policies are essential tools for managing employee behavior and performance within organizations. However, their effectiveness and impact on employee motivation and performance are complex and multifaceted. Organizations must strike a balance between enforcement and fairness, ensuring that policies are clear, consistent, and aligned with their overall culture and goals to maximize the positive impact of disciplinary policies on motivation and performance. This paper underscores the need for further research and encourages organizations to regularly review and update their disciplinary policies to align them with evolving workforce dynamics and legal requirements.

Resources Anthony, A. E. (2017). Effects of discipline management on employee performance in an organization: The case of county education office human resource department, Turkana County. International Academic Journal of Human Resource and Business Administration (IAJHRBA), 2(3), 1–18.

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Please provide constructive feedback on the following sections, following the guidelines provided by our instructor:

**Introduction:** Provide feedback on the clarity of my introduction. Does it effectively explain the chosen topic's relevance in the field of organizational behavior?

**Objectives and Significance:** Evaluate the objectives I've outlined for my research insight. Do you find them clear and well-defined? Additionally, please assess how well I've discussed the significance of my chosen topic within the context of organizational behavior.

**Key Concepts and Theories:** Share your thoughts on how I've presented and explained the key concepts and theories relevant to my chosen topic. Do they align with the research findings I've presented?

**Research Findings and Analysis:** Review the section where I present my research findings and analysis. Provide feedback on the clarity of my presentation

and the effectiveness of the visuals and examples I've used to support my findings. Assess whether I've adequately explained the methodology I used. Implications and Practical Recommendations: Evaluate my discussion of the implications of the research findings for organizations and individuals in the context of my chosen topic. Do you find my practical recommendations well-founded and actionable? Conclusion: Assess the effectiveness of my conclusion in summarizing the main points of my research insight and reiterating its significance in the field of organizational behavior. Additionally, please ensure that I have followed APA style guidelines for formatting, citations, and references. Thank you for your valuable feedback. Your insights will help me improve my work. Best regards, Mariam"

ChatGPT

Hello Mariam,

I'll provide feedback on each section of your research insight paper, following the guidelines you've mentioned and checking for APA style compliance.

**Introduction:** Your introduction is clear and effectively explains the relevance of your chosen topic in the field of organizational behavior. It provides a solid foundation for the reader to understand the importance of disciplinary policies and their impact on employee performance and motivation.

**Objectives and Significance:** Your objectives are well-defined and align with the topic of your research. They help guide the reader in understanding what you aim to achieve. The significance of your chosen topic within the context of organizational behavior is also well-discussed. You've effectively highlighted why this research is important for organizations and employees.

**Key Concepts and Theories:** You've presented and explained the key concepts and theories relevant to your topic effectively. The three disciplinary theories you've outlined provide a comprehensive framework for understanding the different approaches organizations can take. They align well with the research findings you've presented.

**Research Findings and Analysis:** Your presentation of research findings and analysis is clear and logically organized. You've used appropriate citations to support your points, which is in line with APA style guidelines. However, you might consider providing more detailed descriptions of the specific research methodologies used in the studies you've cited. This would help the reader better understand the basis for the findings.

**Implications and Practical Recommendations:** Your discussion of the implications of your research findings for organizations and individuals is well-done. You've highlighted the importance of evidence-based adjustments to disciplinary policies, which is a practical and actionable recommendation. You could expand a bit more on the specific actions organizations can take to improve their disciplinary policies based on your findings.

**Conclusion:** Your conclusion effectively summarizes the main points of your research insight and reiterates its significance in the field of organizational behavior. It ties the entire paper together nicely.

**APA Style Compliance:** Your in-text citations and references appear to follow APA style guidelines correctly. However, in the "Resources" section, there are some minor issues with capitalization and formatting:

- In the Franklin and Pagan (2006) citation, "Review of Public Personnel Administration" should be italicized.
- In the Tumo (2017) citation, "thesis" should be italicized.

These are minor formatting issues, but it's important to maintain consistency in APA style.

Overall, your research insight paper is well-structured, clear, and provides valuable insights into the effectiveness of employee disciplinary policies. With some minor adjustments in formatting and additional details about research methodologies, your paper will be even stronger. Good job, Mariam!