

TLIC PAPER

The Why and How of Generative AI Application in Business for Career Readiness

Subhadra Ganguli()Penn State University Lehigh
Valley, Center Vally, PA, USAsmg6870@psu.edu

ABSTRACT

This paper examines the integration of Generative AI in business courses to enhance students' career readiness in an AI-driven world. Despite rapid AI growth and adoption across industries, there remains a gap in employee expertise. Using a case study from an undergraduate economics course at Penn State University, the paper explores how AI tools, particularly prompt engineering, can complement traditional learning and help students develop essential skills for the future workforce. The findings suggest that effective AI integration fosters deeper learning, increases productivity, and equips students to navigate an evolving job market. The paper advocates for AI-enhanced learning in the classrooms as crucial for improving student employability.

KEYWORDS

Generative AI, career readiness, business forecasting techniques, employability skills, economics, undergraduate courses, case

1 INTRODUCTION

“AI refers to the ability of a computer or machine to imitate the capacities of the human brain, which often learns from previous experiences to understand and respond to language, decisions, and problems [14].” This capability of machines to take over has created a significant furor in the global stage with one main concern being—displacement of labor by machines. Is the onslaught of AI use in business going to create massive unemployment for graduates? Alternatively, will graduates learn to work with AI in a manner such that humans retain control of technology and automation? The moot point is to enquire if it is going to be a lost battle for humanity against machines or will there be complementarity between men and machines in a way that work gets more productive, more sustainable and more innovative? What skills and career readiness aptitudes do students or graduates need to possess to make transition to a world with AI less painful and more rewarding for students? This paper provides the why and how of application of AI in a business course to help students get career ready to work with AI.

Ganguli, S. (2025). The Why and How of Generative AI Application in Business for Career Readiness. *International Journal of Advanced Corporate Learning (ijAC)*, 18(1), pp. 64–76. <https://doi.org/10.3991/ijac.v18i1.51137>

Article submitted 2024-07-15. Revision uploaded 2024-08-03. Final acceptance 2024-09-16.

© 2025 by the authors of this article. Published under CC-BY.

2 GENERATIVE AI APPLICATION IN BUSINESS

Generative AI's influence in the world of business is evidenced by the significant market size it wields globally. Large market size has been noticed since 2020 till 2024 and beyond (Table 1), predicted increase of which is around USD 830 billion in 2030. The rate of growth in market size has been 117% in 2021 and has dropped to 35% in 2024 with an expected increase of 23% from 2029 till 2030. However, the perceived expertise around AI is modest by all standards (Table 2) [15] conducted a worldwide survey of directors and C-suite executives in 2023 where they asked, "How would you assess your organization's current level of overall expertise regarding generative AI?" and the answer has been lukewarm at the best. Only around 35% of the respondents mentioned "high expertise" for working with AI at the workplace globally. This leaves considerable gap in employee skillset in their ability to work with AI. This scarcity of expertise, trending behind the market requirement, point out to the possibility of revamping student career readiness in higher education and to prepare them for the next generation of jobs with technology, AI and automation.

Table 1a shows the market size of AI during 2020–2030.

Table 1a. Artificial Intelligence (AI) market size worldwide from 2020 to 2030 (in billion U.S. dollars)

Year	Market Size (US\$ billions)	Market Size Growth Rate (%)
2020	93.3	
2021	202.6	117
2022	124.8	-38
2023	135.9	9
2024	184.0	35
2025	243.7	32
2026	320.1	31
2027	415.6	30
2028	529.2	27
2029	667.7	26
2030	826.7	24

Source: Statista. (2024, June). Artificial Intelligence (AI) Market Size Worldwide from 2020 to 2030 (in billion U.S. dollars).

Table 1a shows significant increase in market size since 2020 with some set back in 2022 but continuing to grow fast and steadily for the next six years (2030).

Table 1b. Generative Artificial Intelligence (AI) market size worldwide from 2020 to 2030 (in US\$ bln)

Year	Gen AI Market Size (US\$ billions)	Percent Growth in Gen AI (%)
2020	5.7	
2021	11.3	98
2022	23.2	106
2023	44.9	94
2024	66.6	48

(Continued)

Table 1b. Generative Artificial Intelligence (AI) market size worldwide from 2020 to 2030 (in US\$ bln)
(Continued)

Year	Gen AI Market Size (US\$ billions)	Percent Growth in Gen AI (%)
2025	88.4	33
2026	110.1	25
2027	131.8	20
2028	156.9	19
2029	181.9	16
2030	207.0	14

Source: Statista (2024). Generative Artificial Intelligence (AI) Market Size Worldwide from 2020 to 2030 (in billion U.S. dollars).

Table 1b shows that Generative AI will increase at a faster rate than the AI with a lower growth rate towards 2030.

Table 2 shows the perceptions of directors and C-suite executives globally regarding expertise around knowledge and use of AI.

Table 2. Self-assessed expertise in generative Artificial Intelligence (AI) of global organizations as of 2024

Categories of Expertise	Respondents Answered (%)
Very high expertise	9
High expertise	35
Some expertise	45
Little expertise	10
No expertise	1

Source: Deloitte. (2024, January). Deloitte's State of Generative AI in the Enterprise: Q1 2024. Survey Period: October 12 to December 5, 2023.

Table 2 shows that Directors and C-suite executives globally answer the question they were asked: "How would you assess your organization's current level of overall expertise regarding generative AI?" Only 35% of them answered on the affirmative about high expertise and majority (55%) fell in the zone of "some or little expertise".

Table 3. Estimated share of worldwide spending on Artificial Intelligence (AI)-centric systems in 2023, by industry

Industry	Spending (%)
Banking	13
Retail	13
Professional Services	10
Discrete Manufacturing	10
Process Manufacturing	7
Other	47
Total	100%

Source: International Data Corporation (IDC), (2023). Estimated share of worldwide spending on Artificial Intelligence (AI)-centric systems in 2023 by industry. Region: Worldwide.

The majority of world -wide spending on AI-centric systems has been on services sector, including banking, retail and professional, totaling to approx. 47%.

Table 4. Artificial Intelligence (AI) adoption worldwide by industry and function, 2022

(All Numbers Are % Ages)	All Industries	Business, Legal, and Professional Services	Consumer Goods/Retail	Financial Services	Healthcare/Pharma	High Tech/Telecom
Human Resources	11	11	14	1	15	6
Manufacturing	8	10	4	8	7	6
Marketing & Sales	5	9	3	7	2	4
Product/Service Development	10	8	4	31	4	7
Risk	19	16	15	17	22	38
Service Operations	19	20	31	24	12	21
Strategy & Corporate Finance	21	19	29	23	8	25
Supply Chain Management	9	12	11	2	8	8

Source: Stanford University; McKinsey & Company. (2023). Artificial Intelligence Index Report 2023. Stanford University. Original Source: Artificial Intelligence Index Report 2023, page 202.

From Table 4 it is apparent that service operations in most industries are amenable to AI adoption leading to possible automation of administrative and support functions. Product development in financial services involves AI adoption which may lead to further risk mitigation strategies as AI may involve risks new in the system from reliability, security as well as confidentiality of information and services issues. Business, legal and professional services are impacted in a similar way with AI adoption. Marketing and Sales are relatively less impacted by AI adoption in all industries due to human interface issues.

Table 5 shows the top 25 global companies using AI.

Table 5. Top 25 companies using AI

Rank	Companies	Revenue in Millions USD (2022)	CAGR (Compound Annual Growth Rate 2020–2022)	Worldwide Employees (Last Available Year between 2020–2022)
1	Amazon.com	514,000.00	15.39%	1,541,000
2	Apple	394,328.00	19.85%	164,000
3	Alphabet	282,836.00	24.48%	190,234
4	Samsung Electronics	251,848.74	12.02%	120,827
5	Microsoft	198,270.00 (as of 2021)	17.96%	221,000
6	Alibaba Group Holding	132,279.89 (as of 2021)	27.26%	254,941
7	Meta Platforms	116,609.00	16.47%	71,970
8	Dell Technologies	102,301.00	8.64%	133,000
9	Tencent Holdings	90,809.87	14.02%	108,436

(Continued)

Table 5. Top 25 companies using AI (Continued)

Rank	Companies	Revenue in Millions USD (2022)	CAGR (Compound Annual Growth Rate 2020–2022)	Worldwide Employees (Last Available Year between 2020–2022)
10	Intel Corp.	63,054.00	–10.01%	131,900
11	Bytedance Ltd.	80,000.00	52.72%	130,000
12	Tesla	81,462.00	60.72%	127,855
13	Daimler Truck Holding	57,929.61	23.11%	104,729
14	Qualcomm	44,200.00	37.05%	51,000
15	Salesforce	31,352.00	21.46%	79,390
16	Valeo	22,411.48	9.32%	109,900
17	Baidu	20,252.22	14.25%	41,300
18	Uber Technologies	31,877.00	69.17%	32,800
19	Rexel	20,924.43	20.66%	26,897
20	Nvidia Corp.	26,914.00	56.99%	22,473
21	Pinduoduo	14,568.33 (as of 2021)	68.99%	9,762
22	Leidos Holdings	14,396.00	8.20%	45,000
23	Hangzhou Hikvision Digital	12,538.40 (as of 2021)	37.15%	52,752
24	eBay	9,795.00	4.94%	11,600
25	Wipro	10,176.03 (as of 2021)	21.94%	240,000

Source: Statista. (2024). Top 25 companies using AI.

The top 25 companies' ranking has been provided by Statista "Company Insights" expert team based on reports of 2024 and earlier. Financial services, Technology and Pharmaceuticals/Health-care companies are adopting AI. The idea here is to demonstrate how businesses, which are household names, are in the AI adoption space.

Table 6 shows the AI research capacity of the top 20 countries.

Table 6. Top 20 countries by research capacity, 2023

Country	Ranking
United States	100
China	54.70
Singapore	48.80
Switzerland	41.30
United Kingdom	38.10
Australia	34.40
Canada	34.00

(Continued)

Table 6. Top 20 countries by research capacity, 2023 (Continued)

Country	Ranking
Germany	29.30
Finland	27.40
Netherlands	27.10
Israel	24.80
South Korea	24.30
Sweden	22.40
Belgium	21.90
France	21.40
Austria	21.30
Qatar	19.90
Denmark	19.40
Luxembourg	19.40
Japan	18.60

Source: Tortoise Media. (2023, June). *Top 20 countries by research capacity, 2023*. Tortoise Media. Retrieved from <https://tortoisemedia.com>

Table 6 mentions research as “Research looks at the extent of specialist research and researchers, including numbers of publications and citations in credible academic journals”. (Statista, 2024). Highest ranked is USA with a ranking of 100 and closest to USA is China with ranking of 54. Main reasons why USA leads the world in this ranking are the quality of its skilled labor; number of the giant technology companies that exist in the USA, which are driving majority of the AI research globally.

3 LITERATURE REVIEW

It has been suggested that students in Financial Accounting courses have benefitted when they have used Gen AI in a collaborative manner in a world where there exists apprehension of automation of accounting jobs [1]. Researchers have [2] suggested, after studying a sample of 700 odd consultants globally in three different scenarios, that the productivity frontier with AI is jagged and consultants can be very productive in some jobs compared to those in control group (without AI) while in performing certain tasks consultants, without AI, performed much better than those with AI. Researchers have [3] argued about the incessant urge for creation by entrepreneurs which leads to destruction of older industries and brings in new ones. This phenomenon of “creative destruction” is the basis of economic growth according to his theory. There is an on-going concern around the dislocation of jobs with the onslaught of AI. The sudden and ever-increasing speed at which AI is progressing have raised concerns around how to use AI in the classrooms to make learning effective for career readiness of students. The general pessimism is because the learning will not be able to keep pace with the advancement of this technology which means that students will face an ever dynamic world of jobs never seen before. The question then arises—is there any specific way higher education can prepare students in an ever-changing world of jobs in almost every field? The answer is no. Students cannot prepare for this changing world in any particular way.

Students need to have a strong sense of the real world and how it operates along with the uncertainties involved in it. The nature of learning should be accompanied by AI so that students would be able to get a sense of the real world adoptions of AI, while in the classroom. The skills needed for the new world of AI technology will require students to not only have a good sense of the domain knowledge but its application in the real-world. Researchers have [4] discussed how the invention of the personal computer led to the creation of 15.8 million jobs in the computer industry and several ancillary industries. Technology has now spread to every sector with the very initial spark kindled through invention of the personal computer. Researchers have [5] mentioned that in today's world not using AI in the classroom will make students obsolete in the job market leading to structural unemployment. In fact, employees will have to be retrained to get the new jobs powered by AI in the future. Researchers have [6] studied a survey response for Spanish speaking business students where they admitted that they are aware of the impact of AI and would like to apply AI for furthering their knowledge. Researchers have [7] discussed the importance of prompt engineering as a skill required for collaborative AI use by students in computer engineering course at the Masters level. Researchers have [8] mentioned that increasing prompt engineering skills increased efficiency of AI application in a classroom of 26 novice undergraduate students with same major. The students got the highest quality of output from ChatGPT and completed their tasks with higher achievements in learning. Using a case study with narrative literature review, [7] discussed improvement of learning in the classroom in a Swiss university where students advanced themselves in critical thinking skills with application of AI based prompt engineering. Researchers have [5] discussed how prompt engineering can help students take on higher level learning and assessment in the classroom. This skill will enable educators to remove assessments which examine lower—order learning outcomes and are simplistic. Such learning can be undertaken by students themselves using information gathering techniques through prompt engineering skills.

Researchers have [9] discussed the prevalence of the Socratic method of teaching where students would discuss among themselves and with their teacher once he asks a question and learn about a topic from several viewpoints. However, not all students are meant to learn in this manner. Researchers have [10] mentioned that Socrates method is not meant to provide information or facts by the teacher but for students to understand a topic from several viewpoints. This is reminiscent of the flipped classroom teaching technique. However, researchers have [13] argued about how students can create prompt engineering dialogues with the AI model and create the Socratic method of learning which can be implemented in the classroom or through project-based assessments. Researchers have [11] suggested that prompt engineering can help in retaining information of dense and complex topics of medicine as well as help think critically and engage better in the subject matter—both by faculty and students.

Prompt engineering can facilitate learning in more engaging manner in several situations, create student specific learning projects, lead to collaborative efforts among students, allow higher level learning including creative thinking, critical reasoning and fact-checking. It can provide immediate feedback and hence helps in improving efficiency in learning. However, the literature on AI and prompt engineering is young and hence limited in its depth and breadth. There are very few relevant “prompt engineering” related articles in business. Hence this paper attempts to highlight how undergraduate students in a business course at Penn State University Lehigh Valley have benefitted from using AI tool or Perplexity in

their course. Student reflection on AI based assignment has been discussed. Outcomes of the research and student reflections for future research and teaching with AI are discussed.

4 ANALYSIS AND FINDINGS

The course under study is Econ 481 which is an economics course providing an elective option for Business and Supply Chain majors. The assignment was a summative one where the students were asked to write about their reflection of applying AI throughout the course. This was a question in the final exam of the course where students were asked to reflect on the following:

“What has been the role/s of AI in Econ 481 Business Forecasting Course for you?” 10 points

In response the student (who consented to allow use of his work through anonymous IRB process) had the following section of the answer written where he demonstrated how the use of prompt engineering helped him to understand a concept in the course through iterative prompting. This student used Perplexity AI in Fall 2023 semester.

Please see Appendix for the details of the assignment submitted by the student whose name and details have been anonymized as per IRB (Institutional Review Board) policies conducted at the Penn State University.

Student has mentioned the benefits he derived from applying AI in the course. Further, he showed how he has used prompt engineering skills, he learned during the course, to elicit information from Perplexity AI with the aim of understanding a case study (Jaggia et al 2023 [12]) involving the concepts of relative and absolute grading. He also mentioned that he faced resistance from other faculty members towards use of AI in the classroom.

He mentioned that in this course Econ 481 AI was not used to do the work but rather to show different perspectives the student would not have otherwise considered as important. He felt that the AI use was helpful in the course to complement his learning from the text book as well as the instructor. In fact, he admitted that AI was useful in helping to understand how learning can be enhanced in different ways to benefit from the resources AI can provide. AI demonstrated to the student how regression analysis is helpful to predict the future directions of the company using credible large data (Screenshot #2 in Appendix). The student demonstrated how he/she applied prompt engineering (Screenshot #2 in Appendix) to understand the concepts of absolute and relative grading concepts in the context of a case study. AI helped to understand how to solve a teacher’s dilemma on grading a class of students using relative and absolute grading. Finally the student mentioned that prompt engineering framework needs students to invest time to understand how to provide specific prompts focused on the problem for meaningful solution (Screenshot #3 in Appendix) with AI.

One of the contributions of higher education is to make students ready for their career. The evidence in the paper from global AI use and application in business, finance, retail, health and pharmaceuticals prove beyond doubt that the AI tool is important for students to become familiar with. We hope that AI enhanced learning in classrooms can help students become job ready. Future research should highlight specific methods by which students can benefit from the classroom based AI powered learning in their courses.

5 CONCLUSIONS

Generative AI market size has increased sharply since 2020 and is continuing to grow fast by incorporating various new products and services across the markets (Table 1). While the need for AI and its relevance in business has increased manifold since 2020, yet the modest response of the director and C-suite executives in the global industry is evident with only 35% of them expressing confidence in high level expertise in their organisations towards AI use (Table 2). 55% of these individuals interviewed are of the opinion that their organizations are between somewhat and not ready for the AI application due to lack of expertise in handling AI. While the research capacity of top 20 countries (Table 6) show that AI application and advancement along with its market share (Table 1) will grow during the next 5–6 years, yet expertise to work with AI has not matched the pace of adoption of AI in workplace (Table 2). The challenge for higher education remains in the productive application of AI in classrooms for career readiness purposes. The jagged technological frontier with AI (Dell'Acqua et al, 2023) use shows that students will need to learn using AI with discretion and expertise. Domain knowledge (Econ 481 course) is key towards the efficient use of AI as mentioned (see appendix) where the student learned from AI application after completing the core learning in the course (Econ 481) from recommended course materials and from the instructor. The student also learned the use of prompts for extracting useful information provided by AI only after several weeks of practice during the Fall 2023 semester.

6 REFERENCES

- [1] T. G. Calderona, L. Gao, and R. Lopes Cardoso, "Generative artificial intelligence in the classroom: A financial accounting experience," *Advances in Accounting Education: Teaching and Curriculum Innovations*, vol. 27, pp. 125–144, 2024. <https://doi.org/10.1108/S1085-462220230000027006>
- [2] F. Dell'Acqua *et al.*, "Navigating the jagged technological frontier: Field experimental evidence of the effects of AI on knowledge worker productivity and quality," Harvard Business School Working Paper, No. 24-013, 2023. <https://doi.org/10.2139/ssrn.4573321>
- [3] J. A. Schumpeter, *Capitalism, Socialism and Democracy*. New York, NY: Harper & Brothers, 1942.
- [4] K. Shiohira, "Understanding the impact of artificial intelligence on skills development," UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, 2021.
- [5] J. A. Bowen and S. Watson, *Teaching with AI: A Practical Guide to a New Era of Human Learning*. Baltimore, MD: Hopkins Press, 2024.
- [6] C. Almaraz-López, F. Almaraz-Menéndez, and C. López-Esteban, "Comparative study of the attitudes and perceptions of university students in business administration and management and in education toward artificial intelligence," *Education Sciences*, vol. 13, no. 6, p. 609, 2023. <https://doi.org/10.3390/educsci13060609>
- [7] Y. Walter, "Embracing the future of artificial intelligence in the classroom: The relevance of AI literacy, prompt engineering, and critical thinking in modern education," *International Journal of Educational Technology in Higher Education*, vol. 21, p. 15, 2024. <https://doi.org/10.1186/s41239-024-00448-3>
- [8] M. Wang *et al.*, "Unleashing ChatGPT's power: A case study on optimizing information retrieval in flipped classrooms via prompt engineering," *IEEE Transactions on Learning Technologies*, vol. 17, pp. 629–641, 2024. <https://doi.org/10.1109/TLT.2023.3324714>

- [9] Blog, “The Socratic Method of Teaching: What It Is, Its Benefits, and Examples,” 2022. [Online]. Available: <https://www.saintleo.edu/about/stories/blog/socratic-method-teaching-what-it-its-benefits-and-examples>. [Accessed: March 9, 2024].
- [10] H. Delic and S. Bećirović, “Socratic method as an approach to teaching,” *European Researcher, Series A*, vol. 111, no. 10, pp. 511–517, 2016. <https://doi.org/10.13187/er.2016.111.511>
- [11] T. F. Heston, “Prompt engineering for students of medicine and their teachers,” *arXiv preprint arXiv:2308.11628*, 2023.
- [12] S. Jaggia, A. Kelly, K. Lertwachara, and L. Chen, *Business Analytics*, 2nd ed. New York, NY: McGraw Hill, 2023.
- [13] B. Misnevs, “Socratic method for prompt engineering – New teaching design,” *Research and Technology – Step into the Future*, vol. 18, no. 2, pp. 10–11, 2023.
- [14] B. Thoermudsson, “AI corporate investment worldwide 2015–2022 – Statista,” Statista, 2024.
- [15] “Deloitte’s State of Generative AI in the Enterprise: Q1 2024,” Deloitte, Jan. 2024. Survey Period: Oct. 12 to Dec. 5, 2023.

7 APPENDIX

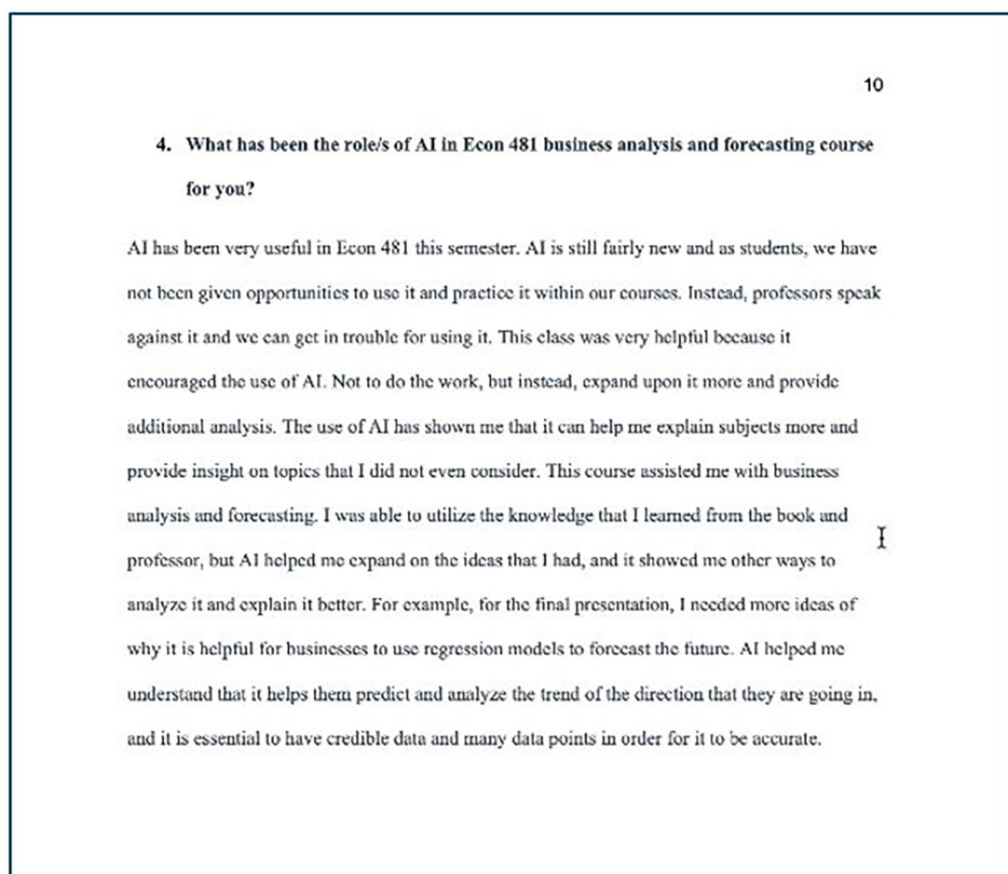


Fig. A1. Sample student reflection at the end of the semester on the impact of the AI application in the course

5. AI Data Analysis

Here is an image of a case study taken from the textbook

Case Study

Professor Leng is a professor of economics at Salem State University. She has been teaching a course in Principles of Economics for over 25 years. Professor Leng has never graded on a curve because she believes that relative grading may unduly penalize or benefit a student in an unusually strong or weak class. She always uses an absolute scale for making grades, as shown in the two left columns of [Table 5.5](#).

TABLE 5.5 Grading Scales with Absolute Grading versus Relative Grading

Absolute grading		Relative grading	
Grade	Score	Grade	Probability
A	92 and above	A	0.10
B	78 up to 92	B	0.35
C	64 up to 78	C	0.40
D	58 up to 64	D	0.10
F	Below 58	F	0.05

The case shows that a professor uses an absolute scale for making grades because relative grading may accidentally over-penalize or benefit a student. The case questions which scaling scale makes it harder to receive higher grades. The table below shows the probability based on the absolute and relative scales.

Grade	Probability based on absolute scale	Probability based on relative scale
A	0.14	0.10
B	0.38	0.35
C	0.36	0.40
D	0.07	0.10
F	0.05	0.05

Fig. A2. The figure shows the case study which has been provided to the students to analyze

I am able to utilize AI to help me better understand this case and provide more analysis.

With grading, is it harder to earn higher grades when professors use the absolute scale or relative scale?

Sources

The Grade Debate: Absolute and Relative...

Study - 1

Absolute vs Relative Grading & Philosophy of...

Study - 2

Absolute vs. Relative Grading in the Classroom...

Study - 3

View 2 more

Answer

When it comes to grading, the difficulty of earning higher grades can be influenced by whether professors use the absolute or relative grading scale. Here's a brief overview of both:

1. **Absolute Grading:** This approach involves pre-specifying the standards for performance. For example, a common absolute grading scale would be A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59. In absolute grading, each student's grade is based solely on their individual performance, and there are no adjustments made to their grade based on how other students perform.
2. **Relative Grading:** In relative grading, grades are given based on the student's score compared to the others in the class. This system allows educators to adjust the final grade in relation to the performance of other students in the course. For example, the highest score might be set as the baseline (A+), and all other scores are adjusted relative to that.

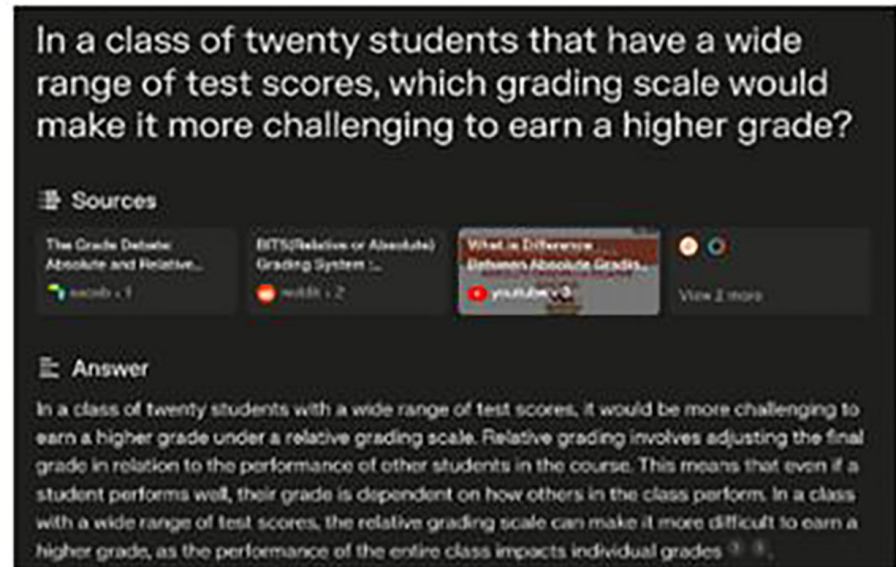
The choice of grading scale can impact the difficulty of earning higher grades. In an absolute grading system, the focus is solely on individual performance, while in a relative grading system, a student's grade is influenced by the performance of their peers. The use of a forced curve in relative grading can make it more challenging for all students to earn higher grades, as the distribution of grades is relative to the performance of the entire class.

Ultimately, the impact of the grading scale on the difficulty of earning higher grades can vary based on the specific approach used by the professor and the context of the course.

This was helpful because it provided more details and helped me understand the difference between grading on the absolute scale and relative scale. When looking at the data table, it shows that the probability of earning an A or B is lower on the relative scale compared to the absolute scale. This means that it is more challenging to earn a higher grade when a professor uses the

Fig. A3. Student writes how AI has helped him/her to understand the case and then to provide analysis of the case study

relative scale. The AI did not give a specific answer and justify it because I gave a very broad prompt, and did not include the data table and the numbers. This course showed me that if I do not get the response that I need, it means that I need to rephrase my prompt and be more specific. I did discover that I can upload images and that may make it easier, but it does require me to pay money for a higher-tiered membership.



The screenshot above is an example of how I got a better answer and it helped me with the case better because I gave a prompt that was more specific. The prompt proves that in a class with a range of test scores, it is harder to earn higher grades on a relative grading scale because it is dependent on other students' scores. This shows that it is hard to earn a higher grade with a relative grading scale compared to an absolute grading scale. AI was very useful in this case and helped me understand and explain the case better. If AI does not produce a favorable response,

most of the time it requires a prompt that is more specific and focused on the problem, and this may require more time to be invested.

Fig. A4. This is a continuation of Fig A3 and its explanation.

8 AUTHOR

Subhadra Ganguli is with the Penn State University Lehigh Valley, Center Vally, PA, USA (E-mail: smg6870@psu.edu).