

AI ETHICS QUIZ

Teaching Students Responsible
AI Use in Career Development



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Audience: Career Services Professionals | Adaptable for student use, advising sessions, or standalone workshops

ABOUT THIS QUIZ

This quiz was developed for GENS 401: Career Readiness and Professional Development at the University of Southern Indiana. It introduces students to five ethical principles for AI use in career contexts: transparency, fact-checking, recognizing bias, staying responsible, and protecting privacy.

It is designed to be used as a graded assessment, a discussion-starter, or a self-evaluation tool. All questions include rationale that can be used for facilitation. Adapt freely with attribution.

Facilitator Notes

Recommended use: Administer before students use any AI tool for career purposes. For courses, this works well in Week 1. For workshops, it can open the session.

Format options:

Graded quiz (multiple choice, individual)

Small group discussion (present each scenario, discuss before revealing the answer)

Self-assessment (anonymous, used to generate group discussion data)

Time required: 10-15 minutes for individual completion. 25-30 minutes if used with full rationale discussion.



QUIZ QUESTIONS

Question 1

A student uses ChatGPT to write their entire cover letter and submits it without reading or editing it. Which ethical principle does this violate?

- ☐ A) Fact-checking
- ☐ B) Transparency and responsibility
- ☐ C) Protecting privacy
- ☐ D) Recognizing bias

Question 2

You ask an AI tool to list the qualifications for a specific job. The AI confidently lists several requirements, but when you check the actual job posting, two of them are not there. What does this illustrate?

- ☐ A) AI bias
- ☐ B) AI hallucination — outputs that sound confident but are inaccurate
- ☐ C) Privacy concerns
- ☐ D) A formatting error

Question 3

A student pastes their full resume, including their home address, Social Security number listed as a reference field, and a former employer's private contact information, into a free AI chatbot. Which principle is being violated?

- ☐ A) Transparency
- ☐ B) Fact-checking
- ☐ C) Protecting privacy
- ☐ D) Recognizing bias

Question 4

Using the GPS metaphor: which of the following best describes the appropriate role of AI in a student's job search?

- ☐ A) AI is the driver — it makes the decisions and the student follows along
- ☐ B) AI is the GPS — it suggests routes and provides information, but the student drives and makes every decision
- ☐ C) AI is the destination — the student should aim to produce whatever AI produces
- ☐ D) AI is a passenger — it observes but does not contribute



Question 5

A student asks an AI tool to help write a LinkedIn connection request to a recruiter. The AI generates a polished message. What is the most ethical next step?

- A)** Send the AI-generated message as-is, since it is professional and polished
- B)** Review the message, revise it in your own voice, and add a specific personal detail from your interaction with the recruiter
- C)** Discard it entirely and write from scratch
- D)** Ask the AI to make it more formal before sending

Question 6

Which of the following is an example of appropriate AI citation in a professional context?

- A)** No citation needed — AI is just a tool like spell-check
- B)** A footnote noting 'AI-assisted drafting, revised and verified by [Name]'
- C)** Crediting ChatGPT as a co-author
- D)** Citing only if the employer asks

Question 7

An AI tool consistently produces resume language that centers on skills and experiences that reflect a narrow, traditionally dominant workforce. What ethical issue does this represent?

- | | |
|-----------------------------|---|
| A) Privacy violation | C) AI bias reflecting uneven training data |
| B) Hallucination | D) Transparency failure |

Question 8

A student uses AI to research a company before an informational interview, generates a list of potential questions, then rewrites those questions in their own words based on what genuinely interests them. This is an example of:

- | | |
|-------------------------------|--|
| A) Academic dishonesty | C) Appropriate AI use as a thinking and research tool |
| B) Over-reliance on AI | D) A privacy violation |



Question 9

A student's AI-generated resume scores well in JobScan and looks professional. However, the student cannot explain several of the accomplishment statements when asked about them in an interview. What is the core problem?

- A)** The student needs more interview practice
- B)** The resume lacks keywords
- C)** AI replaced the student's voice and thinking rather than supporting it
- D)** JobScan is unreliable

Question 10

Which of the following is the most important reason to verify AI outputs in career documents?

- A)** AI tools frequently produce outdated information
- B)** Employers use AI to detect AI-generated content
- C)** Students are ultimately responsible for the accuracy and authenticity of everything they submit under their name
- D)** AI tools charge fees for inaccurate outputs





ANSWER KEY AND RATIONALE

Use this section to debrief with students or to guide small group discussion.

Q1 — Correct Answer: B

Submitting AI-generated content without disclosure violates transparency. Submitting it without review also surrenders personal responsibility for the accuracy and authenticity of the final product.

Q2 — Correct Answer: B

AI tools can produce confident-sounding but factually incorrect information (hallucinations). Every AI output that makes a factual claim must be verified against the original source.

Q3 — Correct Answer: C

Sensitive personal and third-party data should never be entered into free AI tools. Users have limited control over how that information is stored, used, or shared by the platform.

Q4 — Correct Answer: B

AI is a navigation tool. It can surface options, highlight patterns, and do research legwork. The student remains the driver: they set the destination, evaluate every suggestion, and own the outcome.

Q5 — Correct Answer: B

Appropriate AI use means using the output as a starting point, not a final product. Personalizing with your own voice and a specific detail reflects the authentic relationship the message is meant to build.

Q6 — Correct Answer: B

AI should be treated like any other source — disclosed clearly. Noting that AI was used for drafting, with human revision and verification, is transparent and professionally responsible.

Q7 — Correct Answer: C

AI systems reflect the data they were trained on. If that data underrepresents certain communities, career fields, or language patterns, the outputs may not accurately reflect — or may even work against — students from underrepresented backgrounds.



Q8 — Correct Answer: C

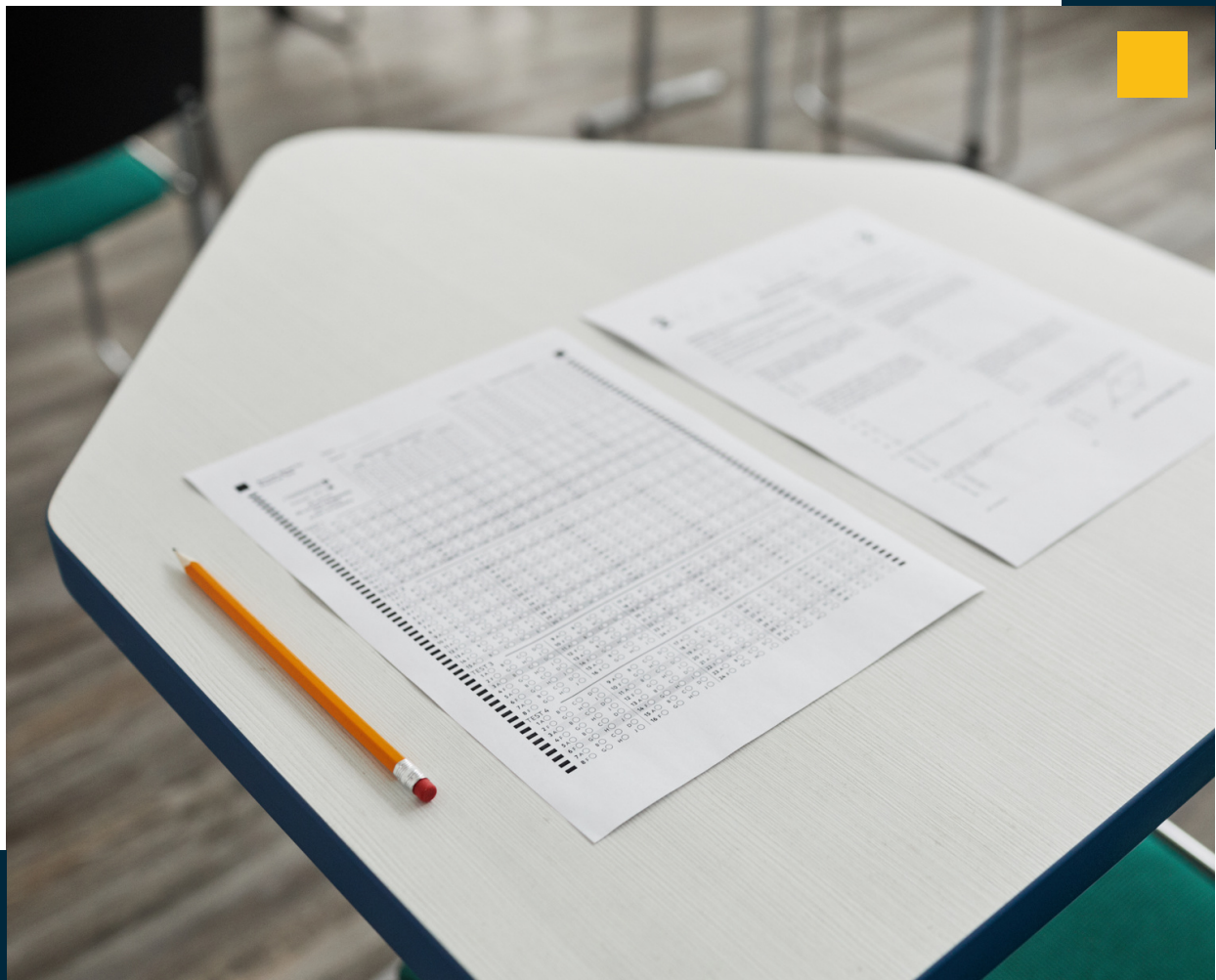
The student used AI to accelerate the research phase, then applied their own judgment and voice to the output. AI did the legwork; the student did the meaning-making. This is the GPS principle in practice.

Q9 — Correct Answer: C

When AI generates content the student did not write and did not internalize, the student cannot stand behind it. The goal of AI-assisted resume work is to help students articulate their own story more effectively, not to create content they cannot defend.

Q10 — Correct Answer: C

Regardless of whether an employer can detect AI use, the student's professional credibility rests on the accuracy and integrity of what they submit. Responsibility does not transfer to the tool.





SUGGESTED DISCUSSION PROMPTS

Which of these scenarios have you encountered in your own career exploration?

Where do you think the line is between using AI as a tool and letting AI replace your thinking?

What would you do if a recruiter asked you to explain a section of your resume that AI generated?

How might AI outputs affect students from backgrounds that are underrepresented in typical training data?

AI-Assisted Content Disclaimer:

This document was developed with AI assistance and has been reviewed, verified, and approved by Megan O'Connor, SHRM-CP, CPRW, as the human expert of record.

Final content reflects the author's professional judgment and subject matter expertise.

