EVALUATING GENERATIVE AI OUTPUTS FOR MACHINE LEARNING EDUCATION: A HUMAN-CENTERED FRAMEWORK FOR RESPONSIBLE AI

RICKY LEUNG, PHD

Professor, School of Public Health, Director, Center for Responsible AI in Public Health, Director, AI for Health Research Lab
University of Memphis, Memphis, Tennessee, USA
E - mail: rcleung@memphis.edu

Abstract - Generative Artificial Intelligence (GenAI) has rapidly transformed machine learning education by enabling students to generate code, explain algorithms, debug programming errors, and interact with complex analytical concepts using natural language. While these capabilities have expanded access to machine learning learning and reduced barriers for novice programmers, they have also introduced new challenges related to the reliability, transparency, reproducibility, and ethical use of AI-generated outputs. Current educational practices often emphasize prompt engineering and productivity gains, yet comparatively little attention has been devoted to systematically evaluating the quality and trustworthiness of GenAI-generated content before it is incorporated into learning or decision-making. This paper proposes a Human-Centered Generative AI Evaluation Framework (HC-GEF) for machine learning education that integrates technical validation, educational effectiveness, transparency, fairness, safety, and human oversight into a comprehensive evaluation process. Rather than viewing GenAI as an authoritative source of knowledge, the framework positions AI as a collaborative learning assistant whose outputs require continuous verification through automated testing, expert review, learner reflection, and iterative improvement. The framework combines multiple evaluation approaches, including code execution and unit testing, benchmark assessment, rubric-based human evaluation, explainability analysis, citation verification, and emerging "LLM-as-a-Judge" methodologies to assess both technical correctness and pedagogical quality. The proposed framework aligns with emerging international guidance on trustworthy artificial intelligence by emphasizing transparency, accountability, human oversight, and continuous performance monitoring throughout the educational lifecycle. As GenAI becomes an increasingly integral component of teaching and learning, robust evaluation frameworks will be essential for ensuring that AI systems enhance—not replace—human judgment while supporting reliable, equitable, and effective machine learning education.

Keywords - Generative Artificial Intelligence, Large Language Models, Machine Learning Education, Responsible AI, AI Evaluation, Higher Education, AI Literacy, Human-Centered AI.

I. INTRODUCTION

The emergence of Generative Artificial Intelligence (GenAI) has fundamentally changed how students learn machine learning, data science, computer programming, and many quantitative disciplines. Unlike conventional educational software that provides predefined instructional content, modern Large Language Models (LLMs) can engage learners through natural language conversations, generate executable programming code, explain statistical concepts, summarize scientific literature, create visualizations, and provide individualized learning support in real time. These capabilities have lowered technical barriers for students with limited programming backgrounds while accelerating the pace of learning for more advanced learners.

The adoption of GenAI has been particularly rapid within higher education. Recent surveys suggest that university students increasingly rely on AI assistants to support coursework, programming assignments, literature reviews, and problem solving. Instructors have similarly begun incorporating AI-assisted learning activities into classroom instruction to promote active learning, immediate feedback, and personalized education. Rather than replacing traditional teaching, GenAI has become an educational collaborator capable of augmenting both teaching effectiveness and student engagement.

The educational opportunities created by GenAI are especially significant in machine learning education. Traditionally, introductory machine learning courses required students to overcome substantial programming challenges before understanding fundamental concepts such as classification, regression, clustering, feature engineering, model evaluation, and explainable artificial intelligence. Many students struggled more with programming syntax than with understanding the underlying statistical principles.

As discussed in Leveraging Generative AI for Machine Learning Education in Public Health (Leung, 2024), GenAI can shift instructional emphasis from memorizing programming syntax toward understanding machine learning concepts, interpreting analytical results, evaluating model performance, and applying AI responsibly within real-world public health contexts. Rather than spending excessive classroom time debugging programming errors, instructors can devote greater attention to conceptual reasoning, ethical

considerations, and critical evaluation of AI-generated outputs.

However, these educational advantages introduce an equally important challenge. Large language models frequently generate responses that appear highly confident regardless of their factual accuracy. They may produce incorrect programming code, fabricate references, misinterpret statistical methods, misunderstand mathematical derivations, or provide misleading explanations without explicitly communicating uncertainty. Such "hallucinations" are well documented across multiple LLMs and become particularly problematic in educational settings where learners may lack sufficient expertise to recognize erroneous outputs.

Consequently, the educational challenge is no longer whether GenAI can generate answers. Instead, the more important question is whether those answers should be trusted.

The ability to critically evaluate AI-generated outputs is rapidly becoming a core competency for students, educators, researchers, and future professionals. AI literacy increasingly requires more than prompt engineering or efficient interaction with LLMs. Users must also possess the skills necessary to verify generated information, validate computational outputs, identify hallucinations, recognize bias, interpret uncertainty, and determine when human expertise remains essential.

Although recent research has focused extensively on improving the performance of foundation models, comparatively less attention has been devoted to evaluating GenAI outputs within educational environments. Existing benchmarks primarily measure model accuracy, reasoning ability, or benchmark performance on standardized datasets. These technical evaluations, while valuable, do not adequately assess whether AI-generated outputs actually support meaningful learning, improve conceptual understanding, promote critical thinking, or encourage responsible AI use.

This paper argues that evaluating GenAI outputs should become a central component of machine learning education. Rather than treating AI responses as authoritative answers, educational institutions should adopt systematic evaluation frameworks that encourage students to critically analyze AI-generated information before accepting or applying it. Such an approach aligns closely with international principles of trustworthy AI that emphasize transparency, accountability, fairness, explainability, and meaningful human oversight.

To address this need, this paper proposes a Human-Centered Generative AI Evaluation Framework (HC-GEF) designed specifically for machine learning education. The framework integrates technical validation, educational effectiveness, explainability, fairness assessment, safety analysis, and human oversight into a unified evaluation process. Rather than replacing educators, the framework positions instructors as facilitators who guide students in critically evaluating AI-generated outputs while strengthening analytical reasoning and responsible AI competencies.

II. GENERATIVE AI IN MACHINE LEARNING EDUCATION

Generative AI represents one of the most significant technological innovations affecting higher education in decades. Since the public release of ChatGPT in late 2022, numerous commercial and open-source LLMs—including Claude, Gemini, Llama, DeepSeek, and Mistral—have demonstrated remarkable capabilities across a wide range of educational tasks. These systems can generate programming code in multiple languages, explain mathematical concepts, summarize research articles, create synthetic datasets, assist with statistical analyses, and provide interactive tutoring through conversational interfaces.

Within machine learning education, GenAI serves several complementary roles:

- Intelligent Programming Assistant: Capable of generating executable code for algorithms such as linear regression, logistic regression, decision trees, support vector machines, random forests, neural networks, and k-nearest neighbors. Students can request implementations in Python, R, Julia, or MATLAB while receiving explanations of each programming step.
- Conceptual Support: GenAI supports conceptual learning by translating mathematically complex algorithms into natural language explanations. Rather than simply presenting equations, LLMs can explain why specific algorithms work, discuss assumptions underlying statistical models, compare competing techniques, and illustrate practical applications using real-world examples. This conversational learning environment encourages active exploration instead of passive memorization.
- Debugging and Problem Solving: Programming errors that previously required extensive instructor assistance can often be resolved through interactive dialogue with AI systems. Students receive immediate feedback regarding syntax errors, logical mistakes, data preprocessing issues, model parameter selection, and visualization techniques. Such rapid feedback accelerates learning while reducing frustration among novice programmers.

- Interdisciplinary Learning: GenAI promotes interdisciplinary learning by connecting machine learning methods with domain-specific applications. Students studying healthcare, business, engineering, environmental science, and public policy can explore how predictive analytics supports evidence-based decision making within their respective disciplines. This contextualization enhances learner motivation and demonstrates the practical relevance of computational methods.

Nevertheless, these benefits are accompanied by important educational risks. LLMs frequently generate code that appears syntactically correct yet produces inaccurate analytical results. Statistical assumptions may be oversimplified, methodological limitations omitted, or inappropriate algorithms recommended without sufficient justification. In addition, generated explanations may contain subtle conceptual inaccuracies that are difficult for inexperienced learners to detect.

Another emerging concern involves fabricated references and unsupported scientific claims. Several studies have documented that LLMs may produce plausible but nonexistent citations, misattribute findings to incorrect authors, or summarize research articles inaccurately. In educational settings, such inaccuracies may inadvertently reinforce misinformation if students fail to independently verify AI-generated references using trusted academic databases.

These limitations highlight a fundamental distinction between information generation and knowledge validation. While GenAI excels at generating coherent responses, it does not inherently guarantee factual correctness, methodological rigor, or educational appropriateness. Consequently, educators should encourage students to view AI-generated outputs as preliminary drafts requiring critical evaluation rather than definitive solutions.

Recent educational research increasingly emphasizes that effective AI integration depends not only on improving model capabilities but also on strengthening students' evaluation skills. Critical thinking, evidence verification, ethical reasoning, and reflective judgment remain uniquely human competencies that cannot be fully delegated to AI systems. As GenAI continues to evolve, these competencies will likely become even more valuable than traditional memorization-based learning.

III. WHY EVALUATING GENAI OUTPUTS MATTERS

Although modern large language models demonstrate remarkable capabilities across diverse educational tasks, they remain probabilistic prediction systems rather than authoritative knowledge repositories. Their responses are generated by estimating the most likely sequence of words based on patterns learned during training rather than by independently verifying facts or reasoning from first principles. Consequently, even highly advanced models occasionally produce incorrect, incomplete, or fabricated information while expressing high confidence.

For machine learning education, these limitations can have significant consequences. Students frequently rely on GenAI to generate programming code, interpret statistical analyses, recommend algorithms, summarize scientific literature, and explain mathematical concepts. When such outputs contain errors, learners may unknowingly reinforce misconceptions or develop inappropriate analytical practices. Because novice learners often lack sufficient expertise to independently detect these errors, unquestioning reliance on AI may ultimately hinder rather than enhance learning.

Evaluation therefore becomes the central mechanism for ensuring that GenAI contributes positively to education. Rather than focusing exclusively on how effectively users prompt AI systems, educators should emphasize how systematically learners evaluate AI-generated responses. Verification should become an integral component of every AI-assisted learning activity, encouraging students to test generated code, confirm statistical outputs, validate references, compare multiple sources, and reflect critically on AI recommendations.

This shift—from prompt engineering toward evidence-based evaluation—represents a foundational principle of responsible AI education and forms the basis of the Human-Centered Generative AI Evaluation Framework introduced in the next section.

IV. A HUMAN-CENTERED GENERATIVE AI EVALUATION FRAMEWORK (HC-GEF)

To promote trustworthy and responsible use of GenAI in machine learning education, we propose the Human-Centered Generative AI Evaluation Framework (HC-GEF). The framework emphasizes that evaluating AI-generated outputs should become an integral part of the learning process rather than a post hoc verification step. Unlike existing evaluation methods that primarily assess model performance using benchmark datasets, HC-GEF focuses on how educators and students collaboratively determine whether AI-generated content is technically accurate, educationally meaningful, ethically appropriate, and suitable for real-world applications.

The framework consists of six complementary evaluation dimensions:

- Technical Correctness: The first dimension evaluates whether AI-generated code, algorithms, and computational procedures are technically correct. Generated programs should compile successfully, execute without errors, produce reproducible results, and implement machine learning algorithms according to established theoretical principles. Automated unit testing, code execution, and comparison with reference implementations can support this process.
- Factual Accuracy: AI-generated explanations should be verified against authoritative textbooks, peer-reviewed publications, and official documentation. Since LLMs may hallucinate facts or fabricate references, learners should independently validate scientific claims and citations before incorporating them into assignments or research projects.
- Educational Effectiveness: Correct answers alone do not necessarily promote learning. High-quality educational outputs should improve conceptual understanding, encourage critical thinking, explain underlying assumptions, and provide meaningful examples. Educators should therefore evaluate whether AI explanations facilitate learning rather than merely producing answers.
- Transparency and Explainability: Students should understand how AI systems generate recommendations and recognize situations where uncertainty exists. Explainable outputs that discuss assumptions, limitations, and alternative approaches encourage reflective learning and reduce overreliance on AI-generated responses.
- Fairness and Ethics: AI-generated outputs should be examined for demographic bias, inappropriate assumptions, cultural insensitivity, and unequal treatment across populations. These considerations are particularly important in healthcare, public health, finance, and criminal justice where algorithmic bias may contribute to inequitable decision making.
- Human Oversight: The final dimension emphasizes that AI should augment rather than replace human expertise. Instructors remain responsible for guiding students, reviewing AI-assisted assignments, and encouraging independent reasoning throughout the learning process.

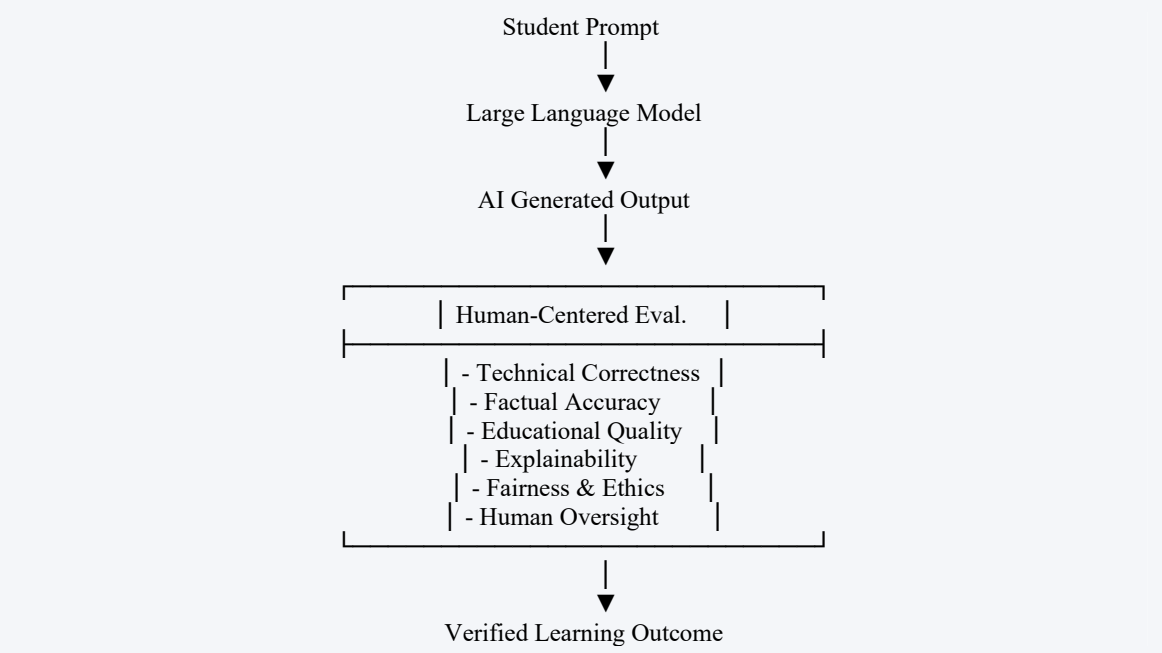


Figure 1: Human-Centered AI Framework

The framework positions evaluation as a continuous cycle in which AI-generated responses are refined through instructor guidance, learner reflection, and iterative improvement rather than accepted without question.

V. PRACTICAL EVALUATION STRATEGIES

Implementing HC-GEF requires combining automated evaluation methods with human judgment. Each approach provides complementary evidence regarding output quality.

Automated testing remains essential for evaluating machine learning code. Programming assignments generated by GenAI can be executed against benchmark datasets to determine whether algorithms function correctly and produce expected results. Unit testing frameworks, reproducibility checks, and

cross-validation procedures provide objective measures of computational correctness.

Rubric-based human evaluation remains equally important. Instructors can assess conceptual understanding using structured rubrics that examine explanation quality, methodological reasoning, ethical awareness, and interpretation of analytical results. Such assessments encourage students to explain why an algorithm works rather than merely submitting AI-generated code.

Recent advances have introduced LLM-as-a-Judge, in which one language model evaluates the outputs of another according to predefined criteria. Although this approach improves scalability, current evidence suggests that automated evaluators should complement rather than replace expert human reviewers because evaluation models may inherit similar biases and hallucination tendencies.

Peer review also provides valuable educational benefits. Students can compare AI-generated solutions, identify inconsistencies, discuss methodological alternatives, and collectively verify references. Collaborative evaluation encourages deeper understanding while strengthening communication and critical thinking skills.

Citation verification represents another increasingly important practice. Students should confirm that AI-generated references exist, accurately represent original findings, and appropriately support conclusions. Verification using Google Scholar, PubMed, CrossRef, IEEE Xplore, ACM Digital Library, or publisher websites should become a routine component of AI-assisted academic work.

Dimension	Methods
Technical correctness	Code execution, unit testing
Accuracy	Literature verification
Educational quality	Instructor rubric, reflection
Explainability	Conceptual reasoning
Fairness	Bias assessment, case studies
Safety	Expert review, compliance
Human oversight	Faculty review, peer discussion

Table 1 - Recommended Evaluation Methods

No single evaluation method is sufficient. Instead, multiple complementary approaches should be integrated to provide a comprehensive assessment of GenAI outputs.

VI. CLASSROOM APPLICATIONS

The proposed framework has practical applications across undergraduate and graduate machine learning education. Rather than prohibiting GenAI, instructors can redesign assignments so that evaluation itself becomes the learning objective.

For example, in introductory machine learning courses, students may use GenAI to generate code implementing k-nearest neighbors, decision trees, logistic regression, or clustering algorithms. Rather than grading only code functionality, instructors can require students to evaluate the AI-generated solution by identifying assumptions, validating outputs, comparing alternative implementations, and explaining potential weaknesses.

Similarly, literature review assignments may require students to verify AI-generated references using academic databases while identifying fabricated citations or unsupported claims. Such activities strengthen information literacy while reinforcing responsible AI practices.

In the author's previous work integrating GenAI into machine learning education, classroom activities emphasized conceptual understanding over programming syntax (Leung, 2024). Students used AI as a learning assistant while remaining responsible for validating generated code, interpreting analytical results, and reflecting on ethical implications. Preliminary classroom observations suggested that structured evaluation activities promoted greater engagement and improved confidence in applying machine learning methods, although formal empirical evaluation remains an important direction for future research.

The HC-GEF framework can also support instructor assessment. Rather than attempting to detect AI use, educators can evaluate students' ability to critically assess AI-generated outputs. This shift encourages responsible AI literacy rather than discouraging innovation.

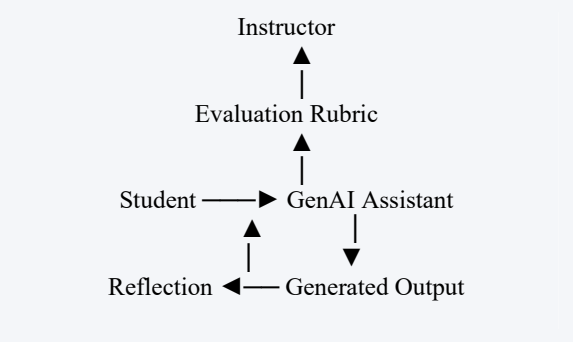


Figure 2: Human-in-the-Loop Model

This model illustrates that meaningful learning occurs through continuous interaction among students, instructors, and AI systems rather than through one-way information generation.

VII. FUTURE DIRECTIONS

As foundation models continue to improve, evaluating GenAI outputs will become increasingly important rather than less necessary. Future educational AI systems will likely incorporate multimodal reasoning, autonomous agents, personalized tutoring, and Small Language Models operating directly on student devices. These advances offer significant opportunities but also introduce new challenges regarding reliability, transparency, privacy, and accountability.

Future research should investigate standardized educational benchmarks for evaluating AI-assisted learning, including measures of conceptual understanding, long-term knowledge retention, critical thinking, and ethical reasoning. Current machine learning benchmarks primarily evaluate model performance rather than educational outcomes. Another promising direction involves integrating explainable AI techniques with educational assessment. Rather than providing only answers, future systems should explain why recommendations were generated, quantify uncertainty, and highlight supporting evidence. Such transparency would encourage students to critically evaluate AI recommendations rather than accepting them unquestioningly.

Agentic AI systems capable of autonomously completing complex educational tasks will further increase the need for human oversight. Evaluation frameworks should therefore evolve from assessing individual AI responses to assessing complete workflows involving planning, tool use, reasoning, and iterative decision making.

Finally, international organizations including UNESCO, the World Health Organization, the Organisation for Economic Co-operation and Development (OECD), and the National Institute of Standards and Technology (NIST) have emphasized trustworthy AI principles. Educational institutions should align AI curricula with these emerging governance frameworks to prepare graduates for responsible AI practice across diverse professional settings.

VIII. CONCLUSION

Generative Artificial Intelligence is reshaping machine learning education by providing unprecedented opportunities for personalized instruction, interactive learning, and computational assistance. However, the educational value of these technologies depends not solely on their ability to generate responses but on users' ability to critically evaluate those responses.

This paper proposed the Human-Centered Generative AI Evaluation Framework (HC-GEF), a comprehensive approach integrating technical correctness, factual accuracy, educational effectiveness, transparency, fairness, safety, and human oversight into AI-assisted learning. The framework shifts educational emphasis from prompt engineering toward evidence-based evaluation and responsible AI literacy.

Rather than viewing GenAI as a replacement for educators, the proposed framework positions AI as a collaborative learning partner whose outputs require continuous verification through automated testing, expert review, learner reflection, and ethical consideration. By embedding evaluation throughout the learning process, educators can strengthen critical thinking while preparing students to become responsible users, developers, and evaluators of future AI technologies.

As AI becomes increasingly integrated into higher education, the ability to evaluate AI-generated information may become one of the most essential competencies for future machine learning professionals. Developing robust evaluation frameworks today will help ensure that future generations use artificial intelligence not only efficiently but also responsibly, transparently, and ethically.

Disclosure:
Generative Artificial Intelligence (GenAI) tools were used to assist with language editing, manuscript organization, grammar refinement, and preliminary literature identification under the direction of the author. All concepts, interpretations, evaluations, and conclusions were independently reviewed, verified, revised, and approved by the author, who assumes full responsibility for the content of this manuscript.

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