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### **Rhetorical Rationale**

Artificial intelligence in education is an inevitable large discussion that will overcome society in the near future, especially with how advanced AI models have become in recent years. To convey how these kind of inventions could be utilized in educational environments for young students, teachers, and relevant policymakers for educational sectors, I figured it was important to select genres that are common to see on the internet landscape, and are simultaneously appealing in being easy to digest compared to a jargon-filled article, detailing studies that no one outside of that interest bubble would care to know about, let alone understand. The genres, as stated before, are centered around the internet: an infographic with appealing visuals and short summaries to not lose attention, a YouTube short designed with the viewer's attention-span in mind (not very long), and a blog post written from the perspective of a California teacher who's classroom has been impacted by this recent momentous development in technology. These artifacts all aim to inform the audience of how AI could benefit classrooms, while being in an accessible, presentable format.

### **Artifact 1: Infographic**

To start, let's look at the statistical infographic that was created. The genre of the artifact can be best described as an informative, promotional infographic, specifically tailored for social media platforms like X, Reddit, Instagram, or even blog websites. The primary purpose of the piece is to inform its audience about the applications and benefits of AI in education while subtly encouraging its adoption. By presenting statistical insights in a visually appealing and easily digestible format, the artifact aims to engage its readers while providing credible information. This approach blends the goals

of educating the audience and promoting the use of AI tools, trying to advocate for the sentiment that AI “isn’t as bad as it seems”.

The target audience for this artifact includes educators, students, and general social media users who are curious about technology's impact on education. To accommodate for this audience, the infographic avoids heavy academic jargon and instead uses simple, clear visuals and concise, bubbly text. This ensures accessibility for readers of varying expertise while maintaining enough factual credibility to appeal to a more mature audience that is more inclined to read into the statistics. The infographic's design also reflects the browsing habits of its audience—optimized for quick consumption in a scrolling format and designed to capture attention instantly.

The context for this piece is the fast-paced, highly visual environment of social media and digital platforms, where content must compete for attention amidst a rowdy sea of posts and advertisements that can grab the viewer’s attention instantaneously. This context heavily influenced the artifact's rhetorical strategies, such as its use of the “skyscraper” layout—a tall, narrow design that fits well on mobile screens and encourages vertical scrolling. Additionally, the choice of a dark background with white text reflects the increasing popularity of dark themes on digital platforms, aligning the aesthetic with user preferences.

The rhetorical choices made in the artifact were all made in mind to be as cohesive with each other as possible, while accommodating for the internet’s diverse audience. The tone is approachable yet professional, striking a balance between engaging casual readers and maintaining some degree of ethos/logos. The style is clean and modern, with bubbly fonts and vibrant colors to create visual appeal and to stick to the recent trend of minimalism. The diction is straightforward, avoiding complex terminology to ensure clarity that would otherwise be found in verbose, jargon-filled articles.

Organizationally, the piece prioritizes key statistics at the forefront and towards the top of the graphic, supported by short explanatory blurbs that complement the visuals without overwhelming the reader. The use of evidence—primarily percentages and relatable figures—establishes both logos and ethos, making the claims credible while appealing to logical reasoning. These choices were designed to communicate information quickly and effectively with an audience who’s attention could be stolen before they get past the first sentence.

### **Artifact 2: YouTube Short**

Next artifact in line is a YouTube “Short” video. For context, a “YouTube Short” is a short video (who would’ve thought?), roughly around 30-40 seconds, typically accompanied with erratic, bubbly graphics and text. With that context in mind, the genre of the artifact is a brief, engaging, and promotional digital video designed for the YouTube Shorts platform. Its primary goal is to quickly introduce the audience to the concept of AI in education, focusing on its potential to transform classrooms. The video delivers its message in a conversational and energetic tone, using concise and impactful language to grab attention and encourage further exploration of AI tools in learning environments. This genre is ideal for capturing the interest of a broad, online audience within a limited time-frame.

The purpose of the video is both informative and persuasive, similar to the other artifacts in this analysis. It seeks to inform viewers about the ways AI is being integrated into classrooms, such as through tools like ChatGPT or intelligent learning management systems. At the same time, it subtly encourages viewers to embrace these technologies by highlighting benefits such as increased retention and confidence. The call to action at the end, “Learn more about how AI can make an impact in your classroom!” serves as an invitation for further engagement, pushing viewers to explore AI applications in education, primarily with the content creator who published the short.

The target audience for this artifact is primarily a younger social media audience. To appeal to this broad, diverse group, the video uses approachable language, avoiding technical jargon, and very quick information delivery. References to widely recognized AI tools like ChatGPT help establish a sense of familiarity, making the content accessible even to viewers with limited knowledge of artificial intelligence. The video's short format reflects the habits of its digital native audience, who are accustomed to consuming short, engaging content on social media platforms. The video was designed to accommodate those with shorter attention span, something that is becoming ever more present.

The context of the video is the YouTube platform, specifically the shorts section of the application/website. The fast-paced, highly visual environment of platforms such as YouTube necessitates concise, attention-grabbing content that delivers value in a matter of seconds. This context shaped the video's rhetorical strategies, such as its focus on well-known AI tools and the broad benefits they provide without delving into gritty details that would otherwise be lost on the viewer. By positioning AI as a solution to common educational challenges, the video aligns its message with current discussions about technology's role in modern classrooms.

The rhetorical choices in the YouTube Short are designed to maximize engagement within its limited runtime. The tone is upbeat and enthusiastic, creating a sense of excitement about AI's potential, as well as to engage the viewer with the content. The diction is simple and conversational, ensuring clarity and accessibility for viewers with varying levels of comprehension ability and familiarity with the subject. The video is organized to introduce the topic broadly before narrowing in on specific examples like ChatGPT and educational AI models, creating a logical flow that holds the viewer's interest. Visual and auditory elements, such as appearing captions and a voice over, contribute to the video's appeal and help emphasize key points in hopes of retaining the viewer's attention. The use

of stock footage to complement the voice over is also used, as is common with many informational short videos on the YouTube platform.

The use of evidence in the video is primarily suggestive rather than detailed, focusing on broad claims about better retention and confidence among students using AI. These claims appeal to logos, while the familiar examples like ChatGPT, and the graphics of other commonly seen models tap into pathos, creating an emotional connection with viewers due to the popularity of these AI models. The inclusion of a call to action at the end reinforces the persuasive intent of the video, urging viewers to explore how AI can benefit their own classrooms, subliminally encouraging the user to view other content posted by the uploader of the short. Overall, the artifact is a highly effective blend of engaging delivery, concise information, and a persuasive message tailored for the fast-paced nature of social media.

### **Artifact 3: Blog Post**

Finally, the last artifact is the California teacher's blog post. The genre of the artifact can best be described as a personal, anecdotal blog post that narrates a teacher's journey with AI in the classroom. Written from the perspective of a seasoned teacher, "Mr. Hanson", the post blends storytelling with a degree of advocacy, using personal experiences to make the integration of AI somewhat relatable in their classroom. The post highlights both the challenges and successes of adopting AI, effectively positioning it as a credible solution for modern education despite the rather apprehensive nature of most teachers. This genre allows for a healthy blend of ethos, logos, and pathos, aiming to address skepticism of AI while simultaneously encouraging its use towards the end.

The primary purpose of the blog post is to inform and persuade its audience. The author initially recounts their initial fears about AI replacing critical thinking or encouraging cheating, transitioning

into a discussion of how those fears were alleviated through the practical benefits of AI. By presenting concrete examples—like reduced grading time, personalized learning, and the story of a struggling student who thrived using AI—the post seeks to educate readers on AI’s potential while subtly advocating for its adoption. The approach aims to challenge misconceptions and encourage educators, and other relevant personnel, to see AI as a tool to enhance teaching rather than a threat to it.

The target audience for the blog post includes educators, administrators, and others involved in education, such as parents or policymakers. To resonate with this audience, the post avoids overly technical language, instead opting for an approachable and conversational tone, as is very common for conversational style blog posts. It acknowledges common fears and skepticism about AI, using relatable anecdotes to connect with readers who may share similar concerns. Due to the author presenting both the challenges and rewards of AI integration, the post appeals to educators who are curious but hesitant about new technologies. The rather “reflective” tone ensures conveys a sense of impartiality, mixed with the ethos provided by the author being an active teacher.

The context for this blog post is rooted in the current conversation around educational technology and AI’s role in classrooms. It addresses the concerns of educators navigating a growing tech-driven landscape, where students using advanced technology, perhaps maliciously, is a growing concern. Written from the perspective of a California teacher, the post is situated in a U.S. state known for its more progressive policies, aligning the narrative with broader trends in technology and progressive teaching practices. This context shapes the rhetorical strategies, as the post seeks to reassure readers that AI complements traditional teaching rather than disrupting it.

The rhetorical choices in the blog post are carefully crafted to engage and persuade its audience. The tone is conversational and reflective, as previously mentioned, establishing a type of parasocial relationship with the reader, as would otherwise be missing in a monotonous academic article. First-person narration draws the audience into the author's personal journey, while straightforward diction ensures clarity and accessibility. The style of the post balances relatability with authority, reinforcing the author's ethos as an experienced teacher with 15 years of experience. The narrative structure mirrors a journey of skepticism to acceptance, guiding readers through the same emotional and logical progression that the author experienced. By prioritizing anecdotal evidence, such as the story of a struggling student who thrived using AI tools, the post appeals to pathos, adding an emotional dimension to the argument. Logical reasoning is present in examples of AI's practical benefits, such as adaptive learning tools and automated grading, which establish logos. Together, these rhetorical choices create a cohesive and compelling argument for the integration of AI in education, designed to engage and reassure readers who may still be uncertain.

### **Final Thoughts**

Creating the artifacts for project was a lot of fun, especially imagining the theoretical contexts each of them would be in. Each one—whether an infographic, YouTube Short, or blog post—was intentionally crafted to fit its platform while appealing to its intended audience. I especially emphasized the importance of tailoring content to align with the habits, expectations, and preferences of viewers, readers, or users.

For the infographic, focusing on visuals and brevity of the content required me to communicate information quickly and clearly in the fast-paced environment of the context the piece would be in: social media. The creation process taught me how crucial design and layout are in engaging audiences who might otherwise scroll past dense or overly complex content. Same can be said for creating the

YouTube Short. I aimed to highlight how vital an upbeat tone and a concise structure are for retaining attention in a short video format, trying to meet the status quo. Here, the challenge was in striking a balance between entertaining the viewer and delivering substantive information, all within a limited timeframe (the viewer's likely attention span). Finally, the blog post allowed for a more nuanced and narrative-driven approach, showing how storytelling and personal anecdotes can make complex or abstract topics more relatable and persuasive. The blog post was a lot of the fun to create, especially with the fake design I created for what, at least I think, a teacher's blog would look like.

Ultimately, all of these artifacts illustrated how rhetorical strategies—such as tone, style, and evidence—must adapt to fit not just the audience but also the format and context in which the message is delivered. Creation of these artifacts has sharpened my ability to compose in diverse genres, ensuring that content remains engaging, accessible, and effective in any medium, outside of just long essays with black text and a white background (though, I like to think I'm really good at that also).