Reimagining authentic assessment: the power (and some peril) of generative AI

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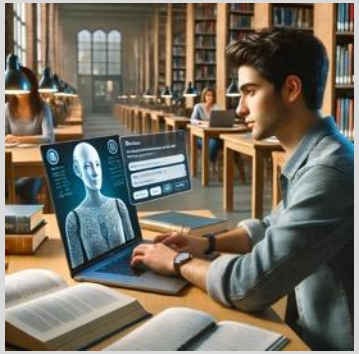
The problem…

How do you adapt to a disruptive digital skill that changes daily?



UG students know about it…

53% used AI to help with assessments

13% used AI to generate text for assessments…

…only 5% submitted unedited GenAI text

65% think institutions should not accept AI-generated work

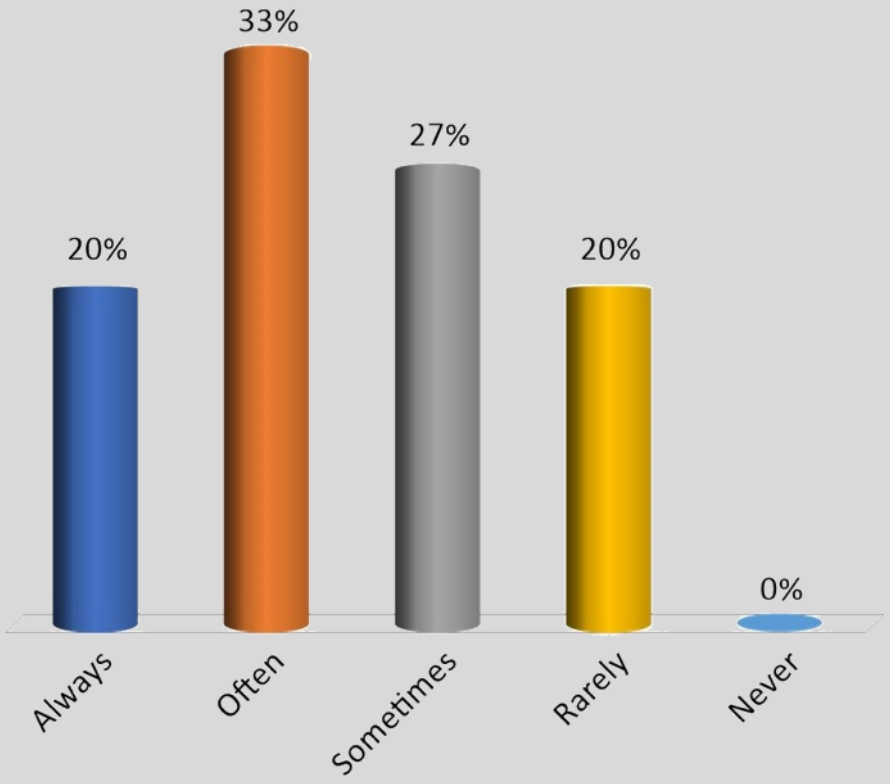
73% expect to use AI after graduation

Only 9% said institutional approaches have changed…

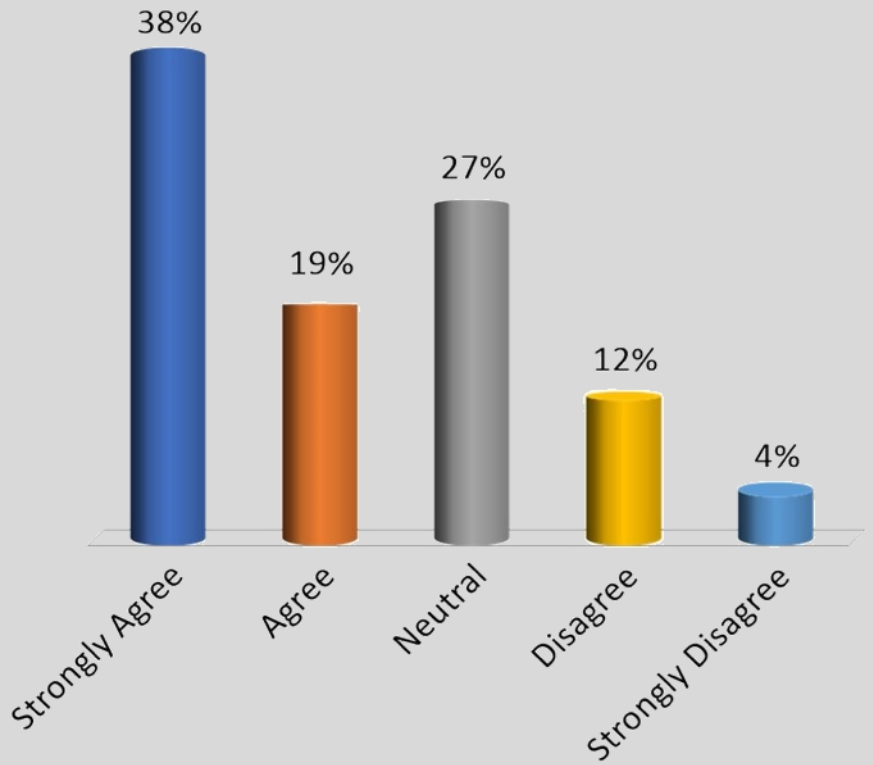
Provide or punish? Students' views on generative Ai in higher education (HEPI Policy Note 51, Feb 2024)

The challenges…

16 to 18-year-olds are a lot more engaged with AI.

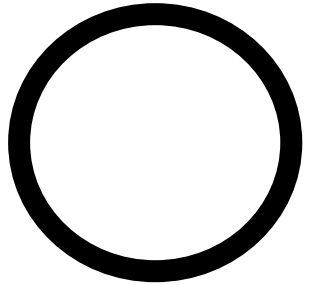


How often do you use AI tools?



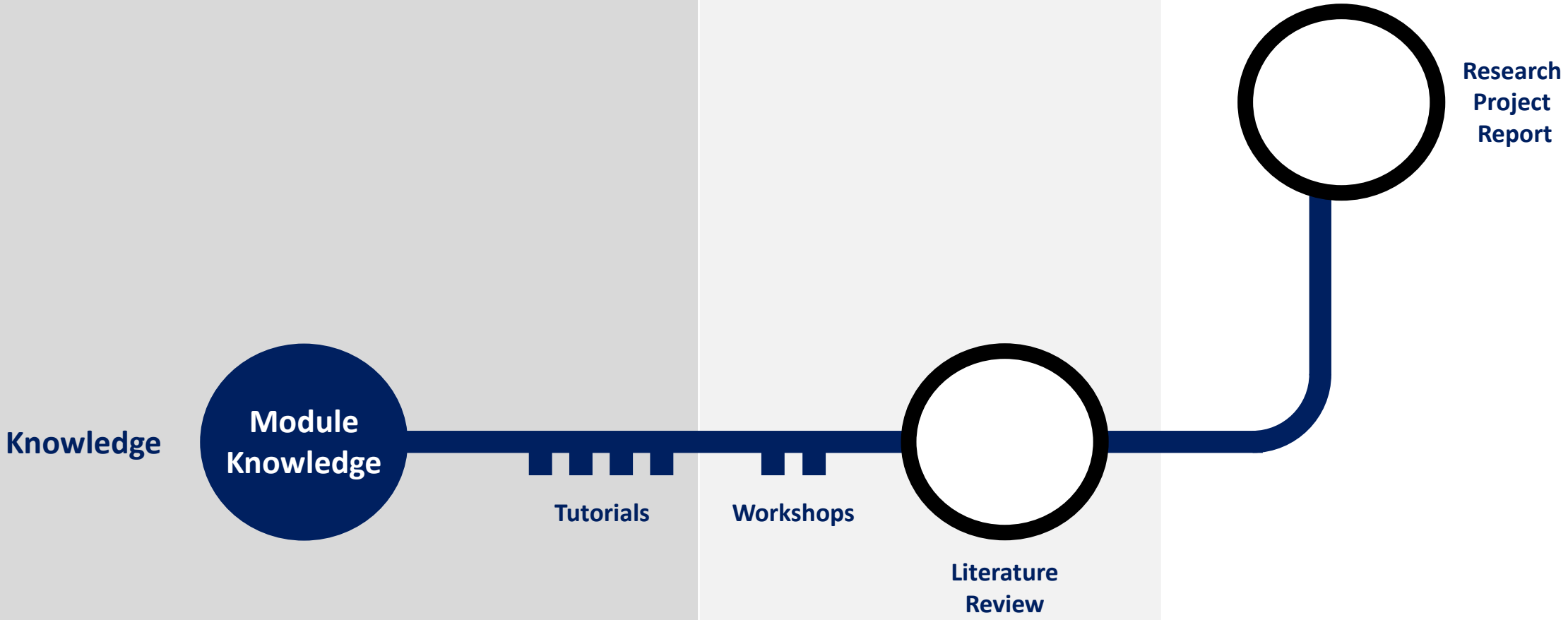
Is it acceptable to use AI tools to **write** your homework?

The capabilities of AI are expanding…rapidly!

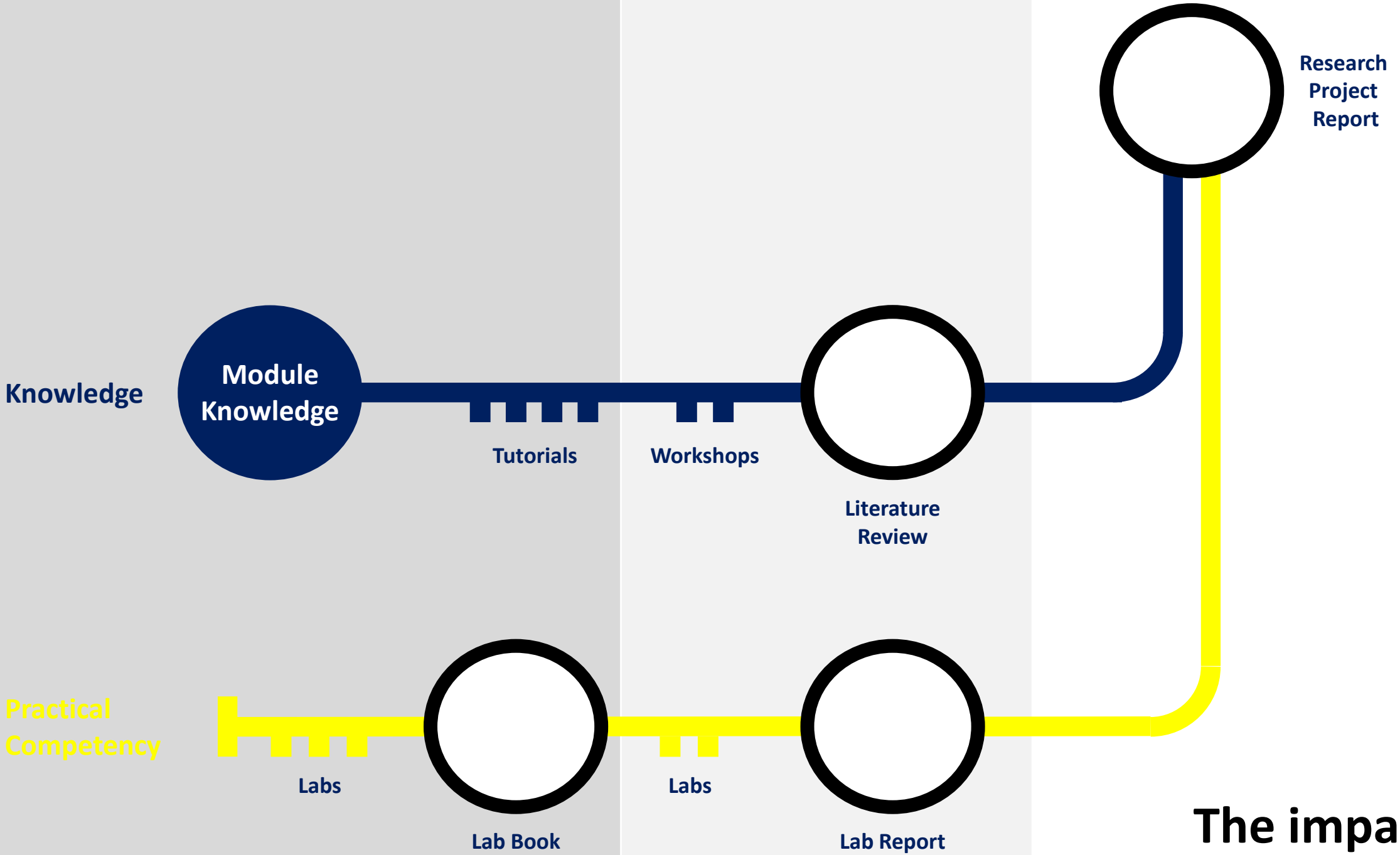


Research
Project
Report

The impact…


Knowledge
Module Knowledge
Tutorials
Workshops
Literature Review
Research Project Report

The impact…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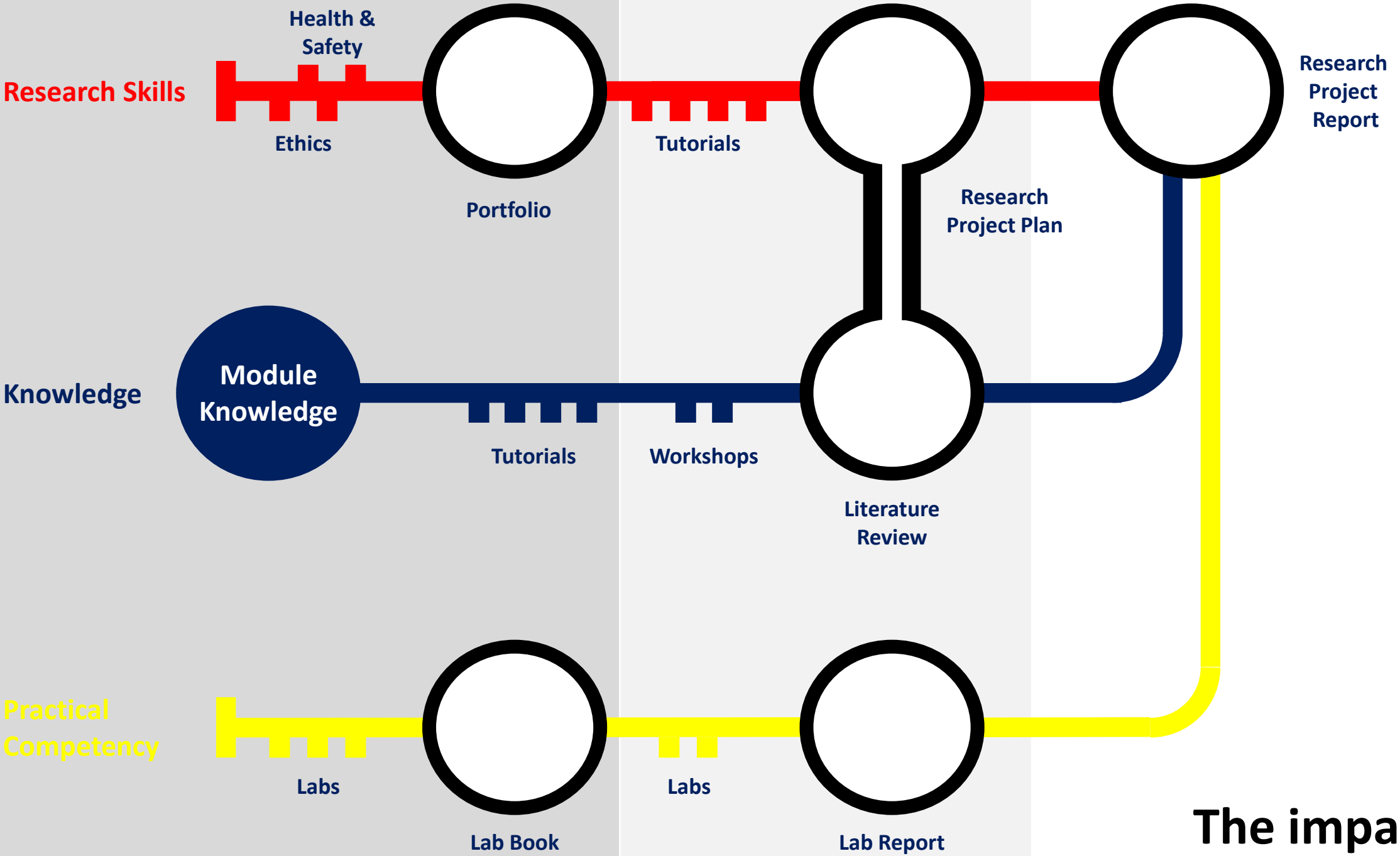
Lab Report

The impact…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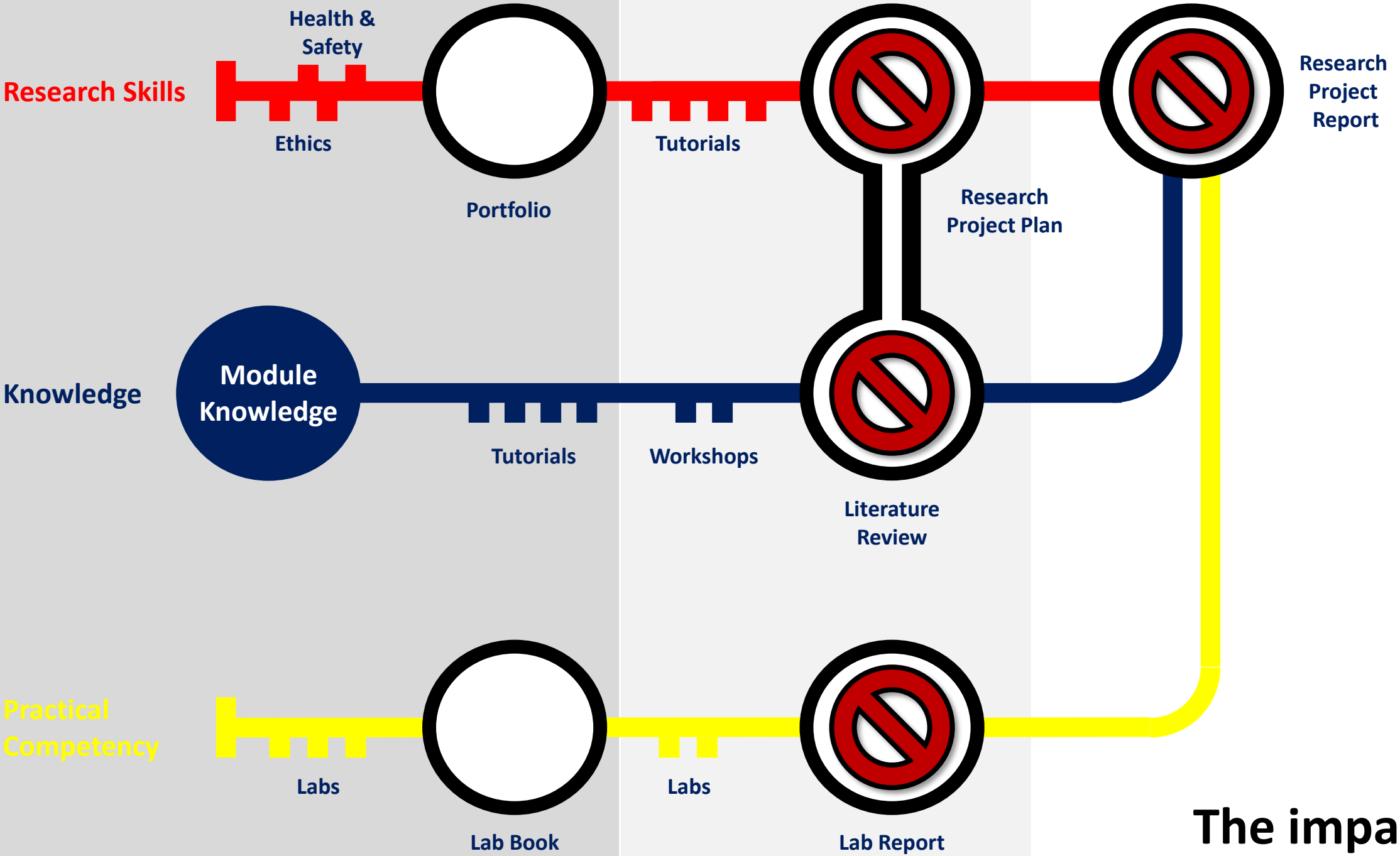
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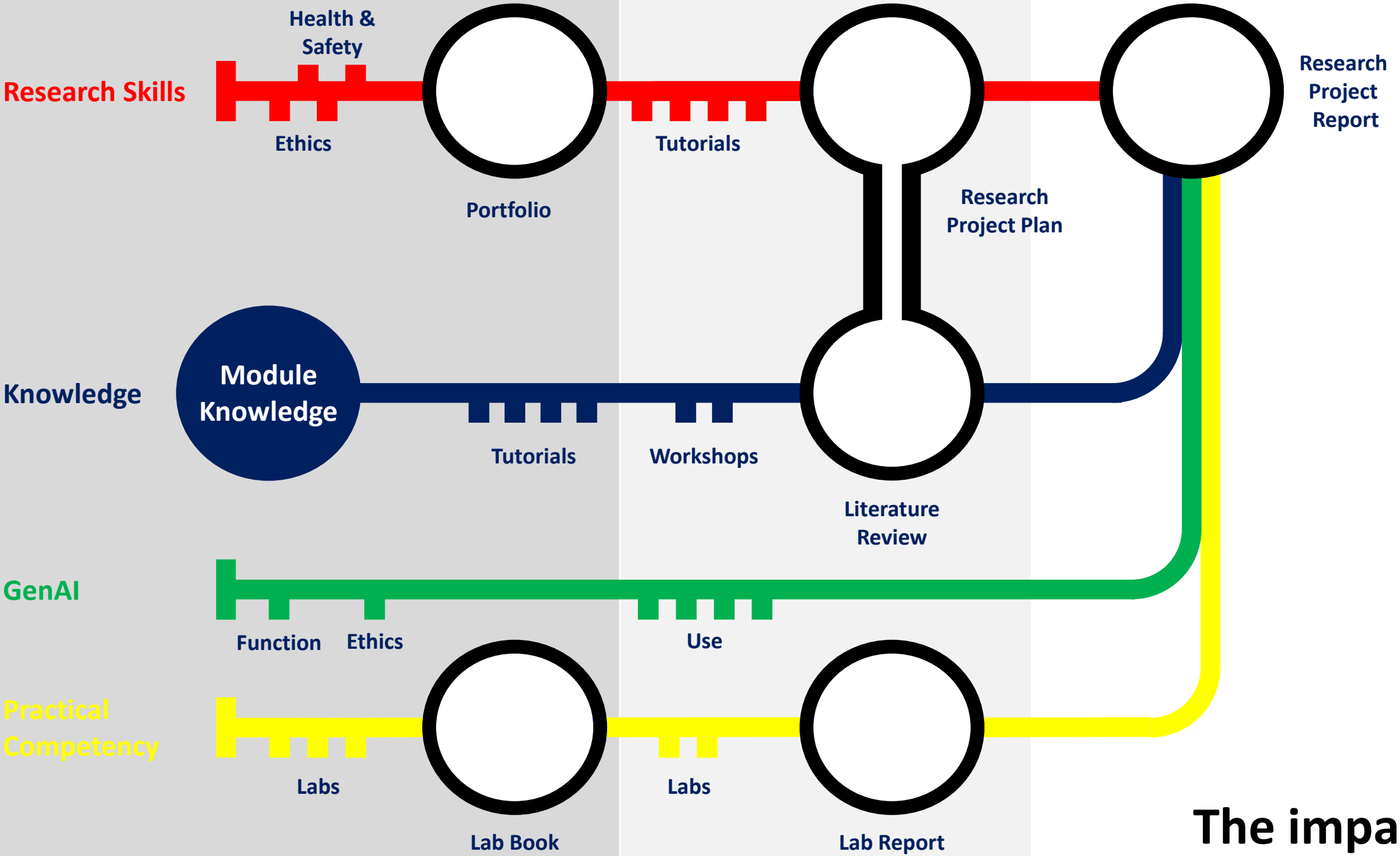
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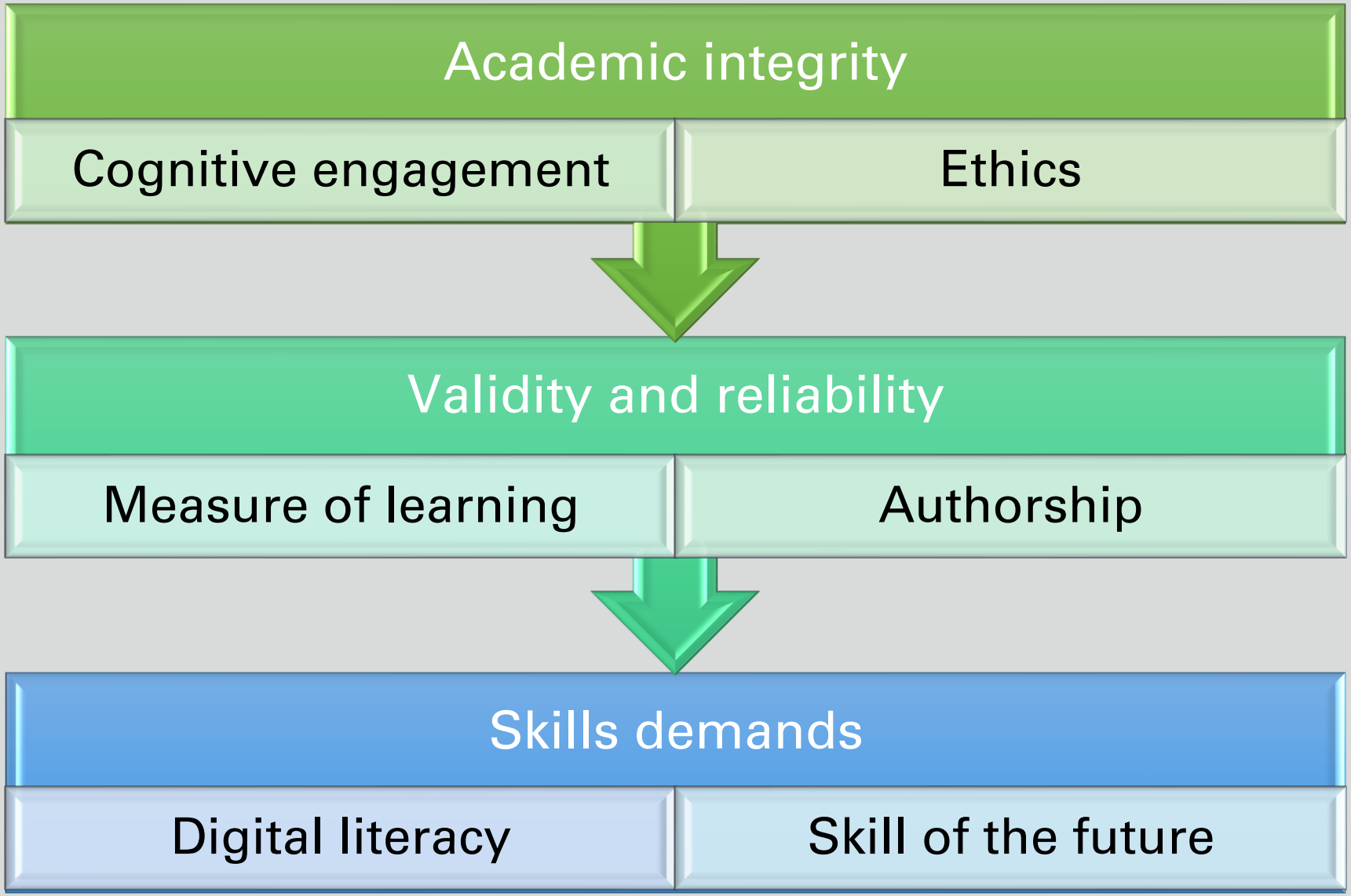
The impact…

Challenges of GenAI



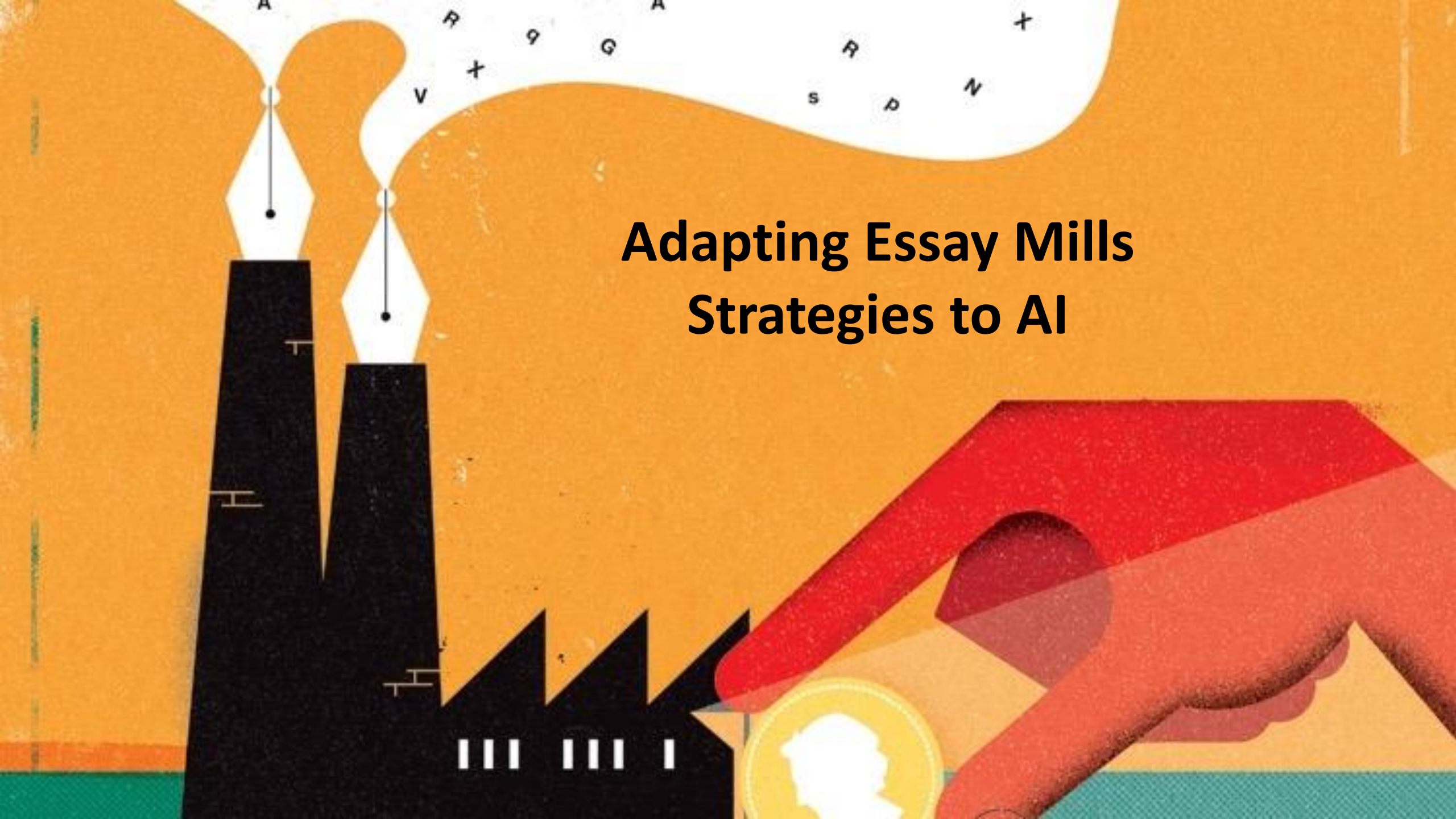
Bias in the system

Outputs are inherently biased in content and style

“Create a photo of a typical academic at an educational conference.”

It’s drawn me! Typical white European man

Adapting Essay Mills Strategies to AI



What can we do about it?

Authentic assessment

Working-world relevance

Application of knowledge

Critical thinking

Problem solving

Principles and benefits of authentic assessment

Contextual learning
Learning in practice

Enhanced engagement
Increased motivation
Relevance and interest

Student centred
Engagement and active learning

Deeper understanding

Accurate evaluation
Holistic view of competencies

Reflective practice
Promotes self-assessment

Skill development
Communication, collaboration & ethics

DESIGNING GEN AI INTO AUTHENTIC ASSESSMENTS

Oral examinations or presentations

Competency-based assessments

Physical artefact creation

In-person assessments

DESIGNING GEN AI INTO AUTHENTIC ASSESSMENTS

Approach

Continuous evaluation

Emphasis on reflection

Encouraging iteration

Skills

Critical thinking & problem solving

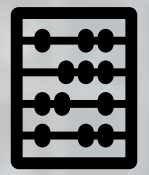
Research/Information literacy

Self-regulated learning

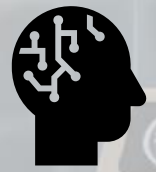
Ethical usage

Engaging with GenAI: From adversary to ally

Let’s think of GenAI as a tool, not a threat

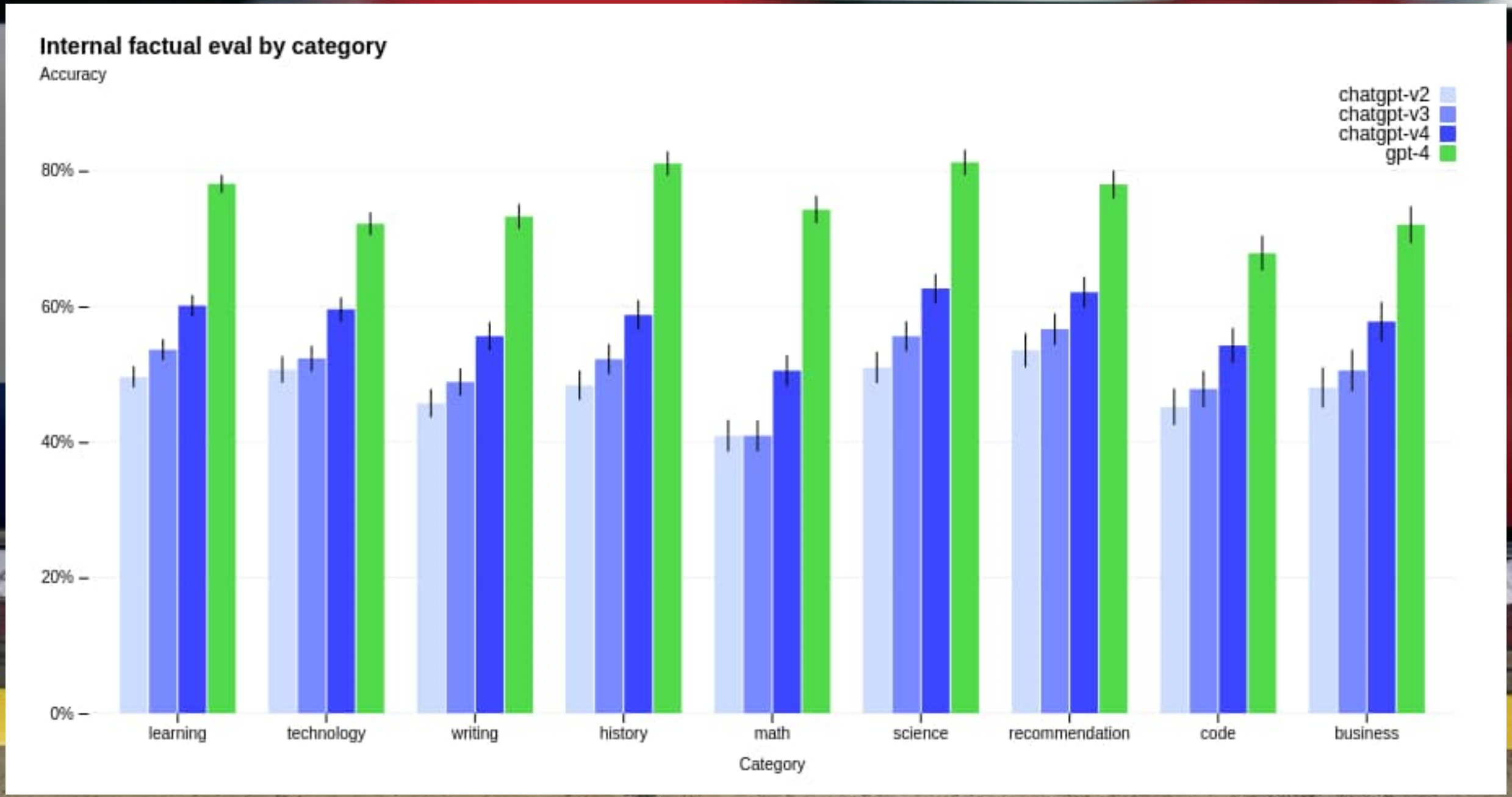


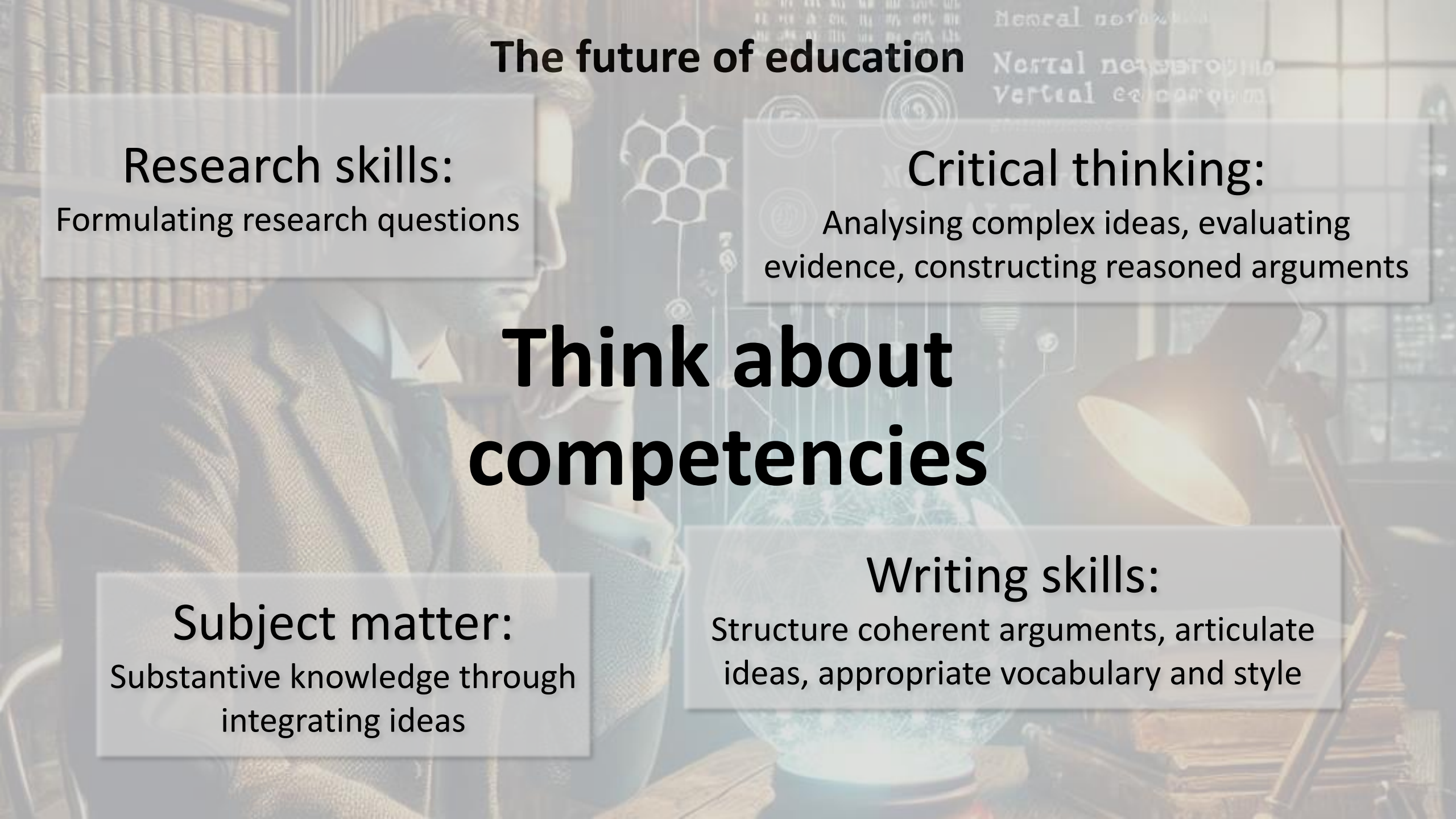
Opportunity to rethink assessment



Student – AI partnerships – Brainstorming

Process and critical thinking


Internal factual eval by category
Accuracy
chatgpt-v2
chatgpt-v3
chatgpt-v4
gpt-4
80%
60%
40%
20%
0%
learning
technology
writing
history
math
science
recommendation
code
business
Category



The future of education

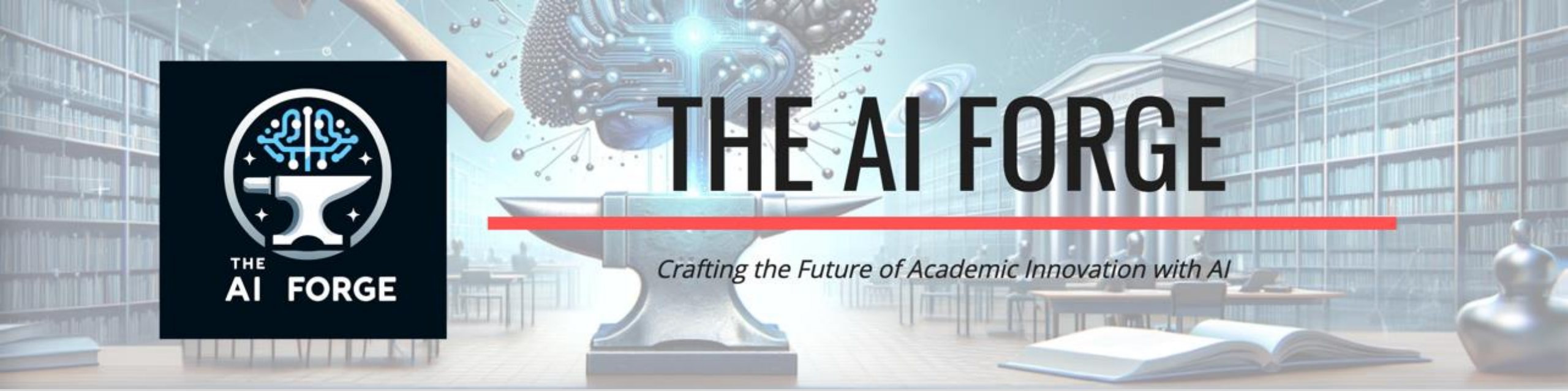
Research skills:
Formulating research questions

Critical thinking:
Analysing complex ideas, evaluating evidence, constructing reasoned arguments

Think about competencies

Subject matter:
Substantive knowledge through integrating ideas

Writing skills:
Structure coherent arguments, articulate ideas, appropriate vocabulary and style



SCAN ME

Thank you & questions

Resources and examples within the HE context