



# NAVIGATING THROUGH THE WORLD OF GEN AI AND ASSESSMENT



## WHAT IS GENERATIVE AI ?

GEN AI TECHNOLOGY PRODUCES NEW CONTENT RAPIDLY IN MULTIPLE FORMATS (TEXT, IMAGES, VIDEOS, MUSIC, SLIDES, CODE ETC) USING A LARGE REPOSITORY OF DIGITAL TRAINING DATA.



## WHAT ARE THE MAJOR PLATFORMS ?

THE MAJOR PLATFORMS ARE CHAT GPT, GOOGLE GEMINI, CLAUDE AND GROK. THERE ARE 100'S OF OTHER PLATFORMS MOST OF WHICH ARE BUILT ON TECHNOLOGY PROVIDED BY THESE COMPANIES.



## SHOULD WE ALLOW STUDENTS USE GEN AI TO COMPLETE ASSESSMENTS ?

THIS IS DOWN TO THE INDIVIDUAL LECTURER. IN GENERAL, IF THE USE OF GEN AI SUPPORTS LEARNING, IT SHOULD BE ALLOWED. BUT IF IT REPLACES LEARNING, IT SHOULD NOT BE ALLOWED.



## HOW DO WE COMMUNICATE TO STUDENTS ? WHAT IS PERMISSIBLE

HAVING CLEARLY DESIGNED ASSESSMENT BRIEFS IS ESSENTIAL. WE HAVE CREATED A SERIES OF THESE LINKED TO A 5 POINT AI ASSESSMENT SCALE WHICH ALLOWS FOR EXPLICIT CLARITY AROUND AI USE.



## CAN EMPLOYERS HELP WITH ASSESSMENT DESIGN ?

YES. RESEARCH INDICATES THAT THE ADOPTION OF AUTHENTIC ASSESSMENT PRACTICES CAN HAVE SIGNIFICANT POSITIVE EFFECTS ON STUDENTS LEARNING. THIS APPROACH SEES STUDENTS WORK WITH EMPLOYERS ON BESPOKE TASKS RELATED TO THEIR DISCIPLINE.



## WHAT ABOUT MORE INVIGILATED EXAMS ?

THESE HAVE A ROLE BUT ARE NOT ALWAYS GOOD INDICATORS OF "REAL WORLD" LEARNING. EMPLOYERS ARE LOOKING FOR GRADUATES WITH DISCIPLINE SPECIFIC KNOWLEDGE AND AI CAPABILITIES WHICH ARE HARD TO MEASURE IN A WRITTEN TIME BOUND EXAM.



## WHAT ADJUSTMENTS SHOULD I CONSIDER TO MAKE MY ASSIGNMENTS MORE ROBUST ?

SEVERAL THINGS. PUT A HIGHER WEIGHTING ON THE PROCESS OF LEARNING, USE STUDENT LOGS, MINI VIVAS, SPOT CHECKS, IN CLASS ASSESSMENT, REDESIGNED ASSESSMENTS, CO-CREATED RUBRICS, PEER REVIEW, COMPETENCY BASED LEARNING ETC.



## HOW DO I KNOW WHETHER AI CAN COMPLETE MY ASSIGNMENT ?

GEN AI CAN COMPLETE MOST ASSIGNMENTS THAT RELY ON STUDENTS PRODUCING AN OUTPUT SUCH AS AN ESSAY, PROJECT, SLIDE DECK, VIDEO ETC. EXPERIMENT BY INPUTTING YOUR ASSIGNMENT BRIEF INTO A GEN AI PLATFORM TO GAIN A BETTER UNDERSTANDING OF THEIR CAPABILITIES AND ADJUST YOUR ASSESSMENTS ACCORDINGLY.



## WHAT ELSE CAN I DO ?

TALK TO YOUR STUDENTS ABOUT GEN AI. ENCOURAGE THEM TO TAKE GEN AI LITERACY COURSES, BE OPEN ABOUT WHY STUDENTS NEED SKILLS BEYOND WHAT AI CAN DO: CRITICAL THINKING, RESILIENCE, LEADERSHIP, SOCIAL INFLUENCE, CREATIVITY, EMPATHY, FLEXIBILITY ETC. BUILD THESE INTO YOUR LEARNING OUTCOMES.



## SHOULD WE RETHINK OUR ASSESSMENT STRATEGY ENTIRELY ?

OUR PRINCIPLES SHOULDN'T CHANGE. WELL DESIGNED PROGRAMME AND MODULE BASED LEARNING OUTCOMES ARE CENTRAL TO ALL OUR QUALIFICATIONS. REFLECTING ON THE VALIDITY OF HOW WE ASSESS IN A GEN AI WORLD HOWEVER IS NOW MORE IMPORTANT THAN EVER.



## ARE WE OVER ASSESSING OUR STUDENTS ?

RESEARCH INDICATES THAT STUDENTS ARE MORE INCLINED TO RELY ON UNAUTHORISED ASSISTANCE WHEN THEY FEEL PRESSURED BY TIME OR WORKLOAD. EXAMINING THE AMOUNT OF LOW AND HIGH STAKES ASSESSMENTS UNDERTAKEN BY STUDENTS ACROSS 12 WEEKS FOR ALL MODULES MAY EXPOSE THE LIKELIHOOD OF OVER ASSESSMENT.



## CAN I DISENGAGE FROM ALL THINGS GEN AI ?

THERE ARE MANY REASONS TO DISLIKE AND DISTRUST GEN AI. THE REALITY HOWEVER, IS THAT GRADUATES WITHOUT GEN AI SKILLS WILL MOST LIKELY BE DISADVANTAGED IN FUTURE YEARS. REGARDLESS OF PERSONAL FEELINGS TOWARDS THIS TECHNOLOGY, WE HAVE A PROFESSIONAL DUTY TO EQUIP STUDENTS WITH THE MOST OPTIMAL SKILLS, WHICH IN MOST FIELDS WILL INCLUDE AI. ULTIMATELY HOWEVER, ACADEMIC FREEDOM WILL GUIDE INDIVIDUAL PRACTICE.



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