Adapting assessment for/despite generative artificial intelligence: a national guidance framework

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Generative artificial intelligence (AI) has put significant pressure on established assessment practices in tertiary education. These new technologies can produce key artifacts such as essays and laboratory reports that are routinely used to infer where students are in their learning. This panel reports on the outcomes of an Australian national forum to develop a set of guiding principles in response to the ways generative AI is changing the landscape of assessment. This includes rethinking what we assess; how we assure students' work is their own; how we promote learning through the use of gen AI; how we build appropriate digital literacies through assessment; and how we build human capabilities for working in an AI-mediated world. Building on the output of the workshop, the panel will delve into some of the key challenges and how the guidance can be applied across contexts in tertiary education.

Keywords: artificial intelligence, assessment design, academic integrity, ethical literacy, professionalism.

Main body:

The rapid advancement of Artificial Intelligence (AI) technologies has presented educators with new opportunities and challenges in designing effective assessment strategies (see Lodge et al., 2023). As the educational landscape evolves, it is imperative to explore how assessment designs can respond to the potential of AI (Swiecki et al., 2022). The panel will focus on a set of guiding principles and propositions – arising from a workshop convened in partnership with the Australian Tertiary Education Quality and Standards Agency (TEQSA) in August 2023 - that address the changing landscape of assessment due to the influence of generative AI. These principles encompass reimagining assessment content, ensuring academic integrity, promoting learning through generative AI, cultivating digital literacies, and developing human capabilities for an AI-mediated world.

Generative AI has brought about a paradigm shift in educational assessment, necessitating a critical examination of existing practices and the formulation of new strategies. The panellists will explore recommendations for rethinking what is assessed in light of generative AI capabilities. They will discuss the importance of assessing not only knowledge but also the application of creativity, problem-solving, and critical thinking skills.

Another crucial area of focus will be assuring the authenticity and integrity of students' work in the age of generative AI. The panel will explore - and question - strategies and technologies that assure students' work is their own. Importantly the panel will generate critical thinking around assumptions of assessment security, academic integrity and AI – bringing to light key questions about whether it is possible and whether we should try to defend current designs or instead engage in significant redesign of assessment.

The panellists will also explore how assessment designs can leverage generative AI technologies to support constructive alignment with learning outcomes, provide personalized feedback, adaptive learning experiences, and opportunities for creative expression.

Digital literacies are essential skills for navigating an AI-mediated world. The panel will emphasize the importance of building appropriate digital literacies through assessment. It will explore strategies for developing students' critical thinking, information evaluation, and ethical decision-making skills in the context of generative AI technologies.

The panellists will present the outcomes the national workshop in the form of a set of guiding principles and recommendations for educational assessment designs. These will be debated and the participants will be invited to contribute to the discussion. Attendees will gain valuable insights into reimagining assessment practices, ensuring academic integrity, promoting learning through generative AI, cultivating digital literacies, and building human capabilities for an AI-mediated world. The panel promises an engaging discussion that will

inform and inspire educators and researchers in shaping the future of educational assessment in the new landscape of generative AI.

References

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