

Assessment Practices in the Age of GenAI

HealthyU Project Webinar Series



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What does this webinar **include**?



- **Interactive webinar**
 - Understanding each other's challenges
 - Sharing experiences with other
 - Sharing good practices in assessment
 - Assessment principles and their practical applications
 - Ask questions
- Slides include
 - Question discussed at the webinar to prompt further thinking about these issues
 - Good principles of assessment to help when (new) designing new assignments.



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Questions Basics

- What and how do you teach?
 - Subject
 - Lecture, seminar, lab, etc.
- How do you assess student learning?
 - E.g., written exams, presentations, essays, field work, oral exam, portfolio, etc.
 - How many assessment activities do you have in a course?

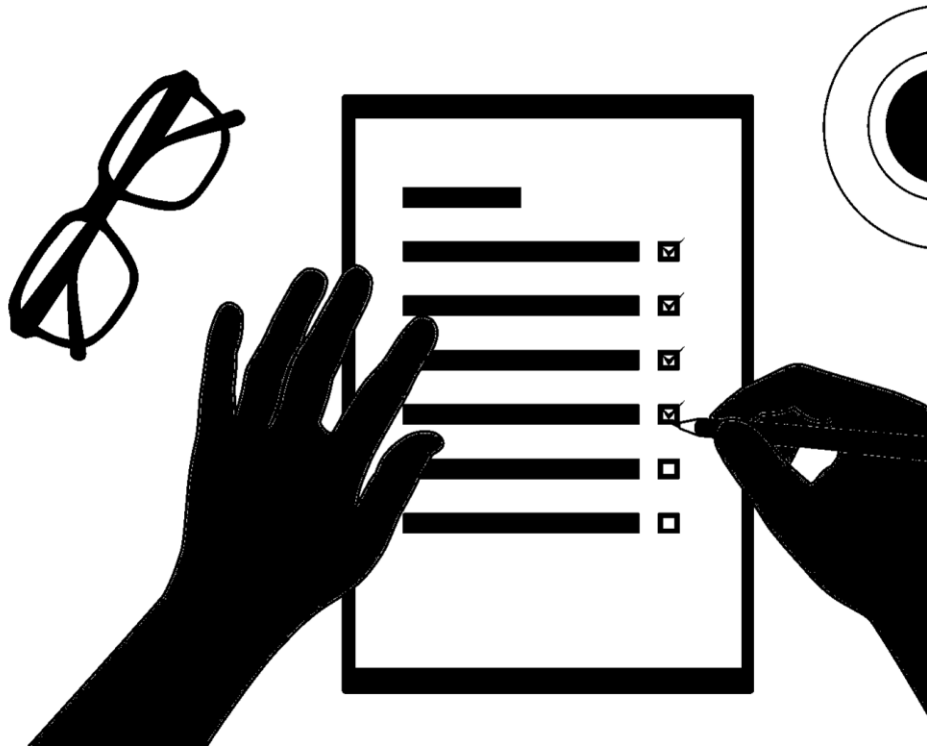


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What is assessment?



- **Goal:**
 - To improve learning and development, not just assign grades
 - To evaluate if learning outcomes were achieved
- **Types:**
 - Summative
 - Formative



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What are good practices in assessment?



- Constructive alignment (Learning outcomes!)
- Assess what you teach, teach what you assess
- Varied assessment
- Continuous assessment
- Clear instructions, clear assessment criteria
- Feasibility (institutional regulations, your capacity)



Questions GenAI

- Do you allow the use of GenAI in your classroom or assessment at all?
- How and why can students use GenAI in your course(s)?
- What is your greatest worry when it comes to students using GenAI?
- How do you know that your students used GenAI to complete an assignment?



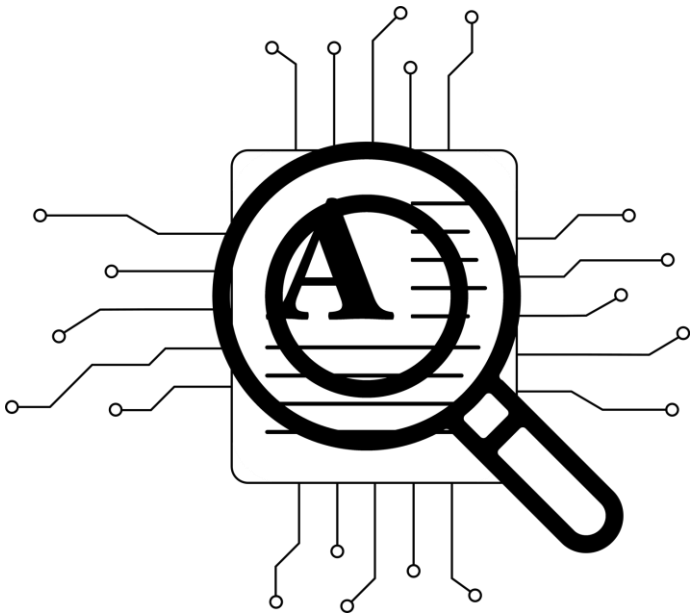
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How do to identify the use of GenAI in student work?

Tell-tale signs



- Fake or missing citations
- Discrepancy between written work and classroom work
- Vocabulary, too formal
- Too general
- Bland tone, change in tone
- Formatting issues



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How do to identify the use of GenAI in student work?

AI-detection software (free)

- **Use (free) AI-detection software**
 - **Scribbr:** <https://www.scribbr.com/ai-detector/>
- **Problems with AI-detection software**
 - Not every language is included
 - Various limitations (length of text, number of attempts, etc.)
 - Offers humanizing the text
 - Student may give examples of earlier essay to GenAI to mimic style
 - False positives

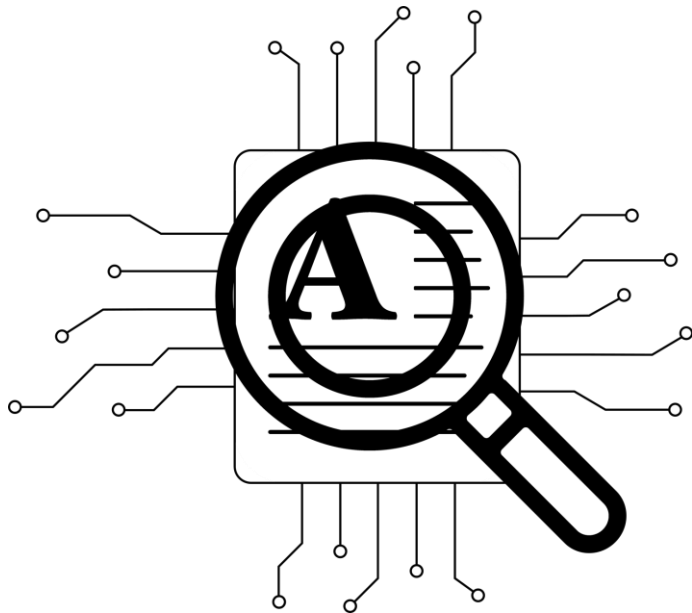


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How do to identify the use of GenAI in student work?

Making the right call



- **Flagged:** <https://samillingworth.itch.io/flagged>
 - Software to understand difficulties of making a decision
 - Training to get better
 - Created by Sam Illingworth (Edinburgh Napier University)



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Questions GenAI & assessment

- How often have you failed or held a student responsible for the unaccepted use of GenAI?
- Have you changed the way you assess your students' learning in recent years because of the use of GenAI?
- What changes did you make? What worked, what didn't?



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Questions

GenAI & assessment

- Do you consider using GenAI for assessment (grading) purposes ethical? Why or why not?
- Would you rather have a software do the grading or doctoral students?



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What can I take away from this session?

Generalities

- **Follow good principles of assessment**
 - Constructive alignment
 - Multiple and continuous assessment methods
 - Field/discipline specific assessment
- **Accept reality**
 - GenAI is not going to go away
 - Some students will always look for a short cut
- **Discuss with (learn from, share with) colleagues what works**



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What can I take away from this session?

Generalities

- **Preemptive strategies**
 - Remind students of university, department or course policy on the use of GenAI
 - Be upfront about your requirements in syllabus, assignment instructions—explain them if needed
- **Adopt assignment that**
 - make the use of GenAI too costly or difficult
 - excludes the possibility of using GenAI
 - builds in or on the use of GenAI
- ***Ex post facto* strategies**
 - Hold student accountable
 - Follow policies consistently



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