
FLO microcourse

Future Facing Assessment

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Design your own alternative assessment

- Meet and greet
 - Discussion document:
<https://docs.google.com/document/d/1VY-vYC1EPEovOFJilKZ0q5z3RPN0C64Hh6Phi3AErbg/edit?usp=sharing>
- Discussion of AI and assessments
 - Guidance documents
 - Examples
- Course overview



Meet and Greet

- o Introduction of the facilitators
 - Background of our work on alternative assessment
- o Invite everyone to introduce yourselves in the chat

Where are you on the scale

- Ignore
- Ban
- Invigilate
- Embrace
- Design around
- Rethink

[\(2\) Assessment redesign for generative AI: A taxonomy of options and their viability | LinkedIn](#)

Where are you on the continuum

- No AI
- Brainstorming and ideas
- Outlining and notes
- Feedback and editing
- Full AI

Check the link: [The AI Assessment Scale: From no AI to full AI – Leon Furze](#)

Overview of Guidance

Approaches to assessment



Making your existing assessment less vulnerable to generative AI

A short-term approach



Using AI in assessment design

A mid to longer-term approach



Authentic assessment at the module and programme level

Reconsidering approaches to assessment

[Approaches to assessment in the age of AI - King's College London \(kcl.ac.uk\)](https://www.kcl.ac.uk)

Embrace and Adapt (JISC 2023)

Strategy	Approach
3. <i>Embrace and Adapt</i>	Embrace the use of AI, discuss the appropriate use of AI with students, and actively encourage its use to create authentic assessments

(Webb, 2023)

From Australia

[Assessment reform for the age of artificial intelligence \(teqsa.gov.au\)](https://teqsa.gov.au)

**Assessment should
emphasise...**

1. ...appropriate, authentic engagement with AI

Examples:

A Bachelor of Commerce sets a digital mastery outcome for its graduates and develops a marketing subject on developing appropriate disciplinary capabilities with respect to generative AI. Assessment includes both a task developing appropriate generative AI prompts and a class presentation on the ethical and legal pitfalls of using large language models based on this task.

An assessment in a postgraduate engineering qualification requires students to use AI to design and create a robot. Associated documentation identifies the specific limitations and risks of using and not using the AI within specific design choices.

From Australia

[Assessment reform for the age of artificial intelligence \(teqsa.gov.au\)](https://teqsa.gov.au)

**Assessment should
emphasise...**

**4. ...opportunities for students to work
appropriately with each other and AI**

Examples:

In a journalism subject, the assignment brief articulates that a student can use generative AI to help with drafting the written response to the brief, but the student must explain what prompts were used, what ideas were generated and how the student then shaped the contribution of the tools used.

A Master of Interior Design has a capstone creative project. Students are asked to work with AI tools to produce a design brief and then assessors make judgements about both the nature and the productivity of the collaboration. As part of this task, students keep a diary or log of the collaborative process that is also assessed.

From UNESCO Guidance for generative AI in education and research

[Guidance for generative AI in education and research | UNESCO](#)

Vocational skills needed to work with AI:

In the domains where AI can do better than humans and is automating task units, human learners need to nurture new skills that enable them to develop, operate and work with GenAI tools. The redesign of learning outcomes and educational assessment will need to reflect the vocational skills required for the new jobs created by AI.

From UNESCO Guidance for generative AI in education and research

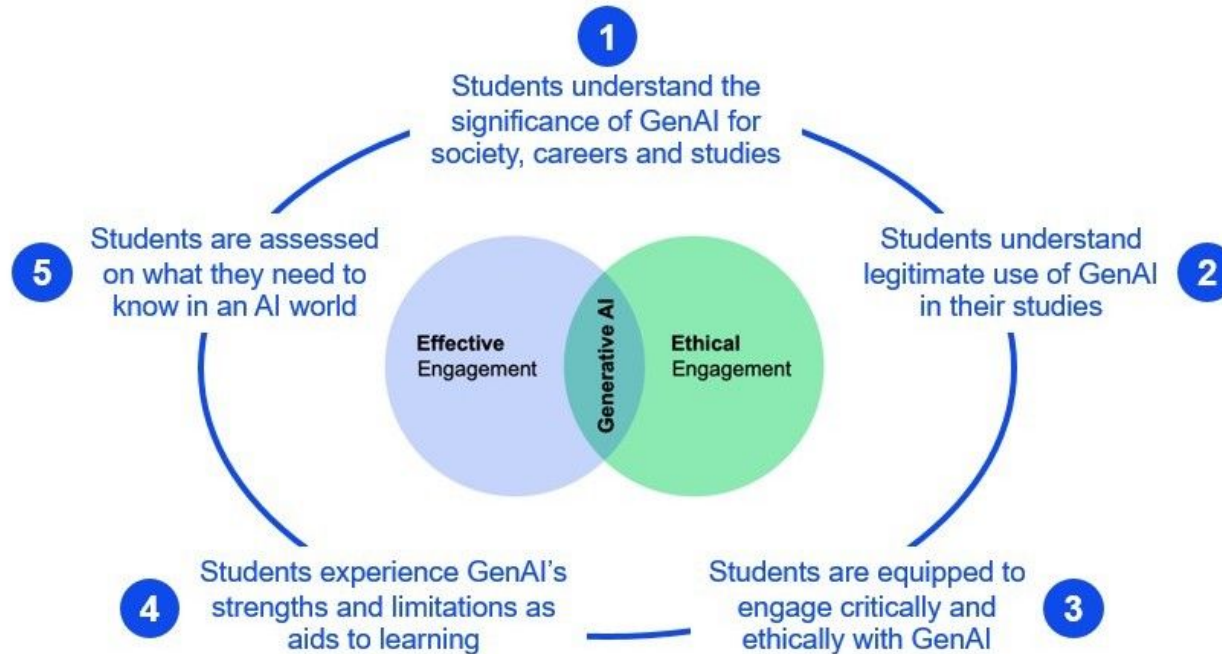
[Guidance for generative AI in education and research | UNESCO](#)

Thinking processes

Writing, for example, is often associated with the structuring of thinking. With GenAI, rather than starting from scratch to plan the aims, scope and outline of a set of ideas, **humans can now start with a well-structured outline provided by GenAI**. Some experts have characterized the use of GenAI to generate text in this way as ‘writing without thinking’ (Chayka, 2023). As these new GenAI-assisted practices become more widely adopted, **established methods for the acquisition and assessment of writing skills will need to adapt**. One option in the future is that the learning of writing may focus on building skills in planning and composing prompts, critical evaluation of the GenAI outputs, higher-order thinking, as well as on co-writing based on GenAI’s outlines.

Five principles for the effective ethical use of generative AI

[Five principles for the effective ethical use of generative AI - LX at UTS](#)



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[Five principles for the effective ethical use of generative AI - LX at UTS](#)

What you can do

Course Directors and Subject Coordinators should update curricula to include GenAI as a professional tool.

Assessments should reduce the risk of using GenAI for misconduct but **also allow students to demonstrate they know how to use it in the context of their course.**

Examples

Talking Teaching webinar on Revisiting Assessment Practices in Response to AI

Oxford Brooks University

[230928 assessment practices - participants - Google Slides](#)

Revisiting our Marking Criteria: Practice

- Evidence of writing process and reflection **explicit** and **integrated** throughout

Criterion	Example descriptor at A+
<i>Awareness of written academic text characteristics</i>	<ul style="list-style-type: none">• All links are traceable• Self-evaluation of these features is explicit and insightful
<i>Academic discourse, language and conventions</i>	<ul style="list-style-type: none">• Strong awareness and application of appropriate style evident throughout• Self-evaluation of these features is explicit and insightful.
<i>Use of sources</i>	<ul style="list-style-type: none">• Rationale for source selection is strong• Strong evidence of critical reading throughout research process
<i>Evidence of learning process</i>	<ul style="list-style-type: none">• Highly appropriate examples chosen to illustrate learning process.• Clear rationale and plan for continuing development

Mechanical design fundamental course

[41059-Mechanical-Design-Fundamental-Studio-1.pdf \(amazonaws.com\)](#)

Note: In this subject, you are encouraged to use ChatGPT as we believe it will allow you to improve your research skills, enhance problem-solving, and develop communication and collaboration capabilities. To ensure you are making informed decisions with reliable information you must verify the responses by cross-referencing, considering context, and checking sources' credibility. **Throughout this subject, you will be challenged to reflect on your use of ChatGPT, its benefits and challenges, what you learned, and how its responses compared to your original ideas.**

Applied Natural Language Processing

[36118-Applied-NLP-AT1.pdf \(amazonaws.com\)](#)

For this task, you are encouraged to use the [ChatGPT](#) tool to provide a starter text for your writing, or as a writing aid to improve your draft. If using ChatGPT, it is your responsibility to verify its responses by cross-referencing, considering context, and checking sources' credibility (Sophisticated NLP models are known for hallucinations producing factually inaccurate content). By engaging critically with AI tools this way, you can make informed decisions with reliable information and nurture your own ethical intelligence. All prompts to ChatGPT and its corresponding responses should be recorded and attached as an appendix. Please remember: "ChatGPT and other AI tools are not a replacement for your own critical thinking and original ideas. The ultimate goal of this course and any tool used to submit work is to enhance your own learning and understanding, not to undermine it"¹.

Rethinking Assessment for Generative AI: Orals and discussions

[Rethinking Assessment for Generative AI:
Orals and discussions – Leon Furze](#)

17 types of oral assessment

[Types-of-Oral-Assessments-.pdf \(alternative-assessment.com\)](#)

How Sydney academics are using generative AI this semester in assessments

[How Sydney academics are using generative AI this semester in assessments – Teaching@Sydney](#)

<p>As a research partner</p>	<p><u>Jan Slapeta</u>, a professor in the Sydney School of Veterinary Science, uses ChatGPT in capstone Research & Enquiry units where students work on a research project of their choosing. “While researching their area of interest, I am encouraging students to use large language models, such as ChatGPT, to help with enquiry such as summarising research and creating outlines,”</p>
<p>An assistant in analysing texts</p>	<p>Huw Griffiths, an associate professor in the Discipline of English, coordinates a third-year undergraduate unit on Shakespeare. Here, he invites students to see how ChatGPT can help with – or hinder – textual analysis. “To prepare my students, I’ve compared ChatGPT’s responses to what a specific metaphor (such as ‘resolve itself into a dew’ from Hamlet) might mean to a literary critic’s investigation of the same language,” he says. “In students’ work, they choose their own metaphor and consider the affordances of ChatGPT: what it gets right but also what it might miss out or even get wrong.” They also need to bring in references from known reliable sources.</p>

How Sydney academics are using generative AI this semester in assessments

[How Sydney academics are using generative AI this semester in assessments – Teaching@Sydney](#)

Supporting
creativity
and
stakeholder
interactions

Hamish Fernando, a lecturer in the Faculty of Engineering, encourages students to use ChatGPT in his second-year units on AI, Data, and Society in Health. Here, **ChatGPT helps students with creative ideas for assignments and to overcome writer's block**. Hamish is careful to provide students with guardrails, though. "I have given clear guidelines on how to use AI to maximise its benefit, as well as weekly goalposts for them to reach over the course of their assignment."

Part of one of the assessments is to reach out to stakeholders from healthcare organisations to conduct an interview. Hamish recognises that many students in his cohort do not have experience in this kind of an activity, so he encourages his students to "use ChatGPT to assist with composing interview request emails and designing interview questions for specific stakeholders". The reason, he says, is because **this helps students build AI literacy for the future world of work**. "I have made it clear that they need to maximise their productivity using AI, because in future, it is likely that most people/organisations would be using them. If they want to remain competitive, they need to become savvy with AI use and maximise the benefits they could gain from these."

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Correct an automated translation

[Berthelie ChatGPT tutorial slides.pdf \(sydney.edu.au\)](#)

Improving
student
writing and
language
learning

Automated Translation + ChatGPT

You can also use ChatGPT to polish the output of an automatic translator

Korean Original	Google Translate	ChatGPT Corrected Output <small>(Prompts: Correct the following paragraph for grammar and so that it reads more smoothly.)</small>
지난해 11월 오픈AI가 챗GPT를 공개한 뒤, 생성AI에 대한 관심이 여전히 뜨겁다. 처음엔 세상을 구할 것처럼 등장해 떠들썩하더니, 최근엔 대필, 표절 문제가 불거지고 있다.	After OpenAI unveiled ChatGPT in November of last year, interest in generative AI is still hot . At first, it appeared as if it would save the world and made a lot of noise , but recently problems with ghostwriting and plagiarism are emerging.	Since OpenAI unveiled ChatGPT in November of last year, interest in generative AI has remained high. Initially, it seemed that this technology had the potential to change the world, and it garnered a lot of attention. However, recently, issues such as ghostwriting and plagiarism have started to surface.

Assessment Menu

[assessmentmenu_ai_enabled_world_ucl_170823.pptx \(live.com\)](#) Open the link

Assessment ideas for an AI
enabled world ★★★★★

Examples: Sheffield Hallam University

David Smith, a professor of Bioscience Education at Sheffield Hallam University, suggests focusing on the process of a literature review rather than focusing on the final product. This approach helps students focus on the skills and develop reflective practice. It also helps you, as an educator, understand where your students need support.

Smith suggests a 3000 words literature review assessment with 2000 words focusing on the process. The assessment requires students to reply to prompts about the AI they use, the original output they received, comments on the quality of the original output, their fact-checking process, and the justification of the final choice of output.

Check the link for the question: [AI can do your written assignments, so what now for assessments? | David's adventures in the classroom. \(wordpress.com\)](#)

Examples: University of Washington

Journalism students are thinking about how to use ChatGPT ethically, said **Andrea Otáñez**, a communications teaching professor.

In one use case, students use the tool to **order sentences and paragraphs to structure their stories, but not write them**, said Otáñez.

[University of Washington professors on using ChatGPT in the classroom – GeekWire](#)

Examples: University of Manchester

Neil McGregor asks students to use Chatgpt to generate 4 critical reviews. Students need to choose one of these critical reviews, they also do social annotations on the reviews and finally discuss their choices in a mini viva

[\(405\) AI-generated article summaries for reading comprehension assessment: Neil McGregor - YouTube](#)

Examples: University of British Columbia

Open link: [Designing assessments \(ubc.ca\)](#)

Examples: Stanford University (The space framework)

- *Set directions* for the goals, content and audience that can be communicated to the AI system.
- *Prompt* the AI to produce the specific outputs needed. An AI tool can also be prompted to suggest sentences or paragraphs to be embedded in text that is mostly written by the human author.
- *Assess* the AI output to validate the information for accuracy, completeness, bias, and writing quality. The results of assessing the generated text will often lead to revising the directions and prompts and having the AI tool generate alternative versions of the text to be used in the next step.
- *Curate* the AI-generated text to select what to use and organize it coherently, often working from multiple alternative versions generated by AI along with human written materials.
- *Edit* the combined human and AI contributions to produce a well-written document.



Examples: James Cook University

[assessment-AI.pdf\(Review\) - Adobe cloud storage](#)

Incorporating AI in assessment for learning

COMPARE AND CONTRAST

Students generate a number of different examples of a topic and then compare and contrast them to different authentic scenarios.

IMPROVE THE OUTPUT

Students generate an answer to a problem and then critique the answer by referring to peer reviewed literature and course content. Assessment is weighted towards the student evidencing this process (e.g. track changes), and less on the final output.

CRITIQUE

Students critique the output against your rubric.

RANK THE OUTPUT

Students ask AI a question and rank the responses and write a justification.

FACTUAL

Students generate answers to a problem and determine what is right and wrong.

DESIGN A RUBRIC

Students design a rubric to evaluate AI output.

Examples: Flinders University

Design that uses the affordances of AI:

- AI in the planning stages of a task
- AI as a core part of the task
- AI for self-testing
- AI as a copyediting tool

Check the link: [Good practice guide - Designing assessment for Artificial Intelligence and academic integrity - Flinders University Staff](#)

[New Modes of Learning Enabled by AI Chatbots: Three Methods and Assignments by Ethan R. Mollick, Lilach Mollick :: SSRN](#)

Examples: Math

(1) Robert Talbert on X: "I'm starting to build my Discrete Structures course for the fall, with AI in mind. I gave Bard a counting problem I often give to students as an advanced assignment, and it gave three different solutions. So the new problem will be "Which one, if any, is right - and why?" #math <https://t.co/yLfDBFYM32>" / X (twitter.com)

How many ways can you choose two dozen donuts when there are 8 different kinds available

View other drafts

Draft 1
There are 24 donuts in two dozen, so you need to choose 24 donuts from 8 different kinds. This is a combination problem, so we can use

Draft 2
Sure, I can help you with that.
Problem:

Draft 3
There are 24 donuts in two dozen, so we need to choose 24 donuts from 8 different kinds. This is a combinations problem, so we can

There are 24 donuts in two dozen, so you need to choose 24 donuts from 8 different kinds. This is a combination problem, so we can use the following formula:

$$C(n + r - 1, r)$$

where n is the number of different kinds of donuts (8) and r is the number of donuts we are choosing (24).

$$C(8 + 24 - 1, 24) = C(31, 24) = 10,717,440$$

Therefore, there are 10,717,440 ways to choose two dozen donuts when there are 8 different kinds available.

Robert Talbert @RobertTalbert

I'm starting to build my Discrete Structures course for the fall, with AI in mind. I gave Bard a counting problem I often give to students as an advanced assignment, and it gave three different solutions. So the new problem will be "Which one, if any, is right - and why?" #math

9:52 AM · Jul 13, 2023 · 3,190 Views

3 4 29 7

Post your reply Reply

Robert Ta... @RobertT... · Jul 13 ...

For those needing alt-text, the problem is "How many ways can you choose two dozen donuts when there are 8 different kinds available." Answer 1 was 10,717,440. Answer 2 was 816,480. Answer 3 was 141,120.

25 ideas for alternative assessment in the AI era

— Dr. Eliana Elkhoury —



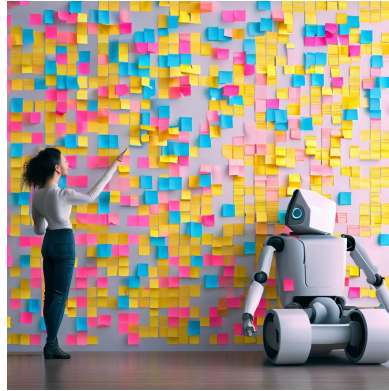
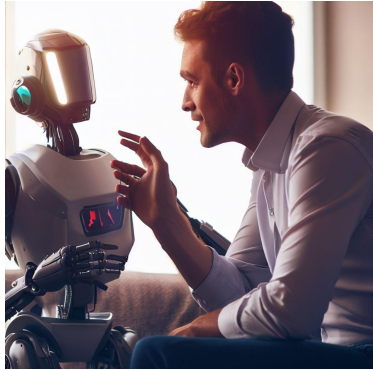
Open Education Talks 2023

10 ways to use OER in alternative assessment design

— Dr. Eliana Elkhoury —



Course Overview



EXPLORE

Mon-Tue

Read and try GenAI tools

DESIGN

Wed-Thu

Guidebook: Step-by-Step instructions for designing your alternative assessment that invites learners to use GenAI

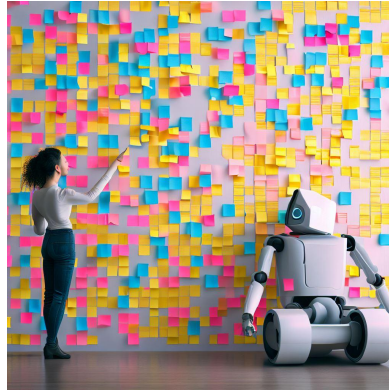
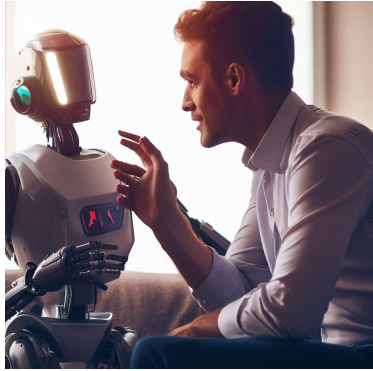
SHARE

Fri

Showcase and solicit feedback

All images created by DALL-E, Sept 2023

Digital Badge



EXPLORE
Mon-Tue



Forum: What do we need to do in our classrooms to prepare learners to use GenAI in an assignment?

DESIGN
Wed-Thu



Forum: Share your assessment that invites students to use GenAI. Ask a question of your colleagues.

SHARE
Fri



Forum: Respond to one colleague's post about their assessment idea.

All images created by DALL-E, Sept 2023

What This Course is NOT

- Tutorial on using GenAI as a tool
- Deep exploration of the ethical concerns around the use of GenAI
- Defense of why we want to invite learners to use GenAI in an assignment
(assumes you are on board with the idea that learning to use GenAI responsibly and effectively is an essential skill we want to teach learners)

Groups

- Forums
 - Groups of 30
- Default
 - You ONLY see those 30 people's comments
- Visible
 - But you can view other groups' forums
 - And they can see your posts, too

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- **Assessment incubator: <https://forms.gle/JfTAstjx8fjQ2e6V7>**

Wrap up

