CASE EXAMPLE 2: FROM ASSESSING WRITING TO ASSESSING THINKING

Background

Karen Jewell has collected some essays from students. She was aware of the use of AI by students in these essays. Therefore, looking for a plan to solve this situation, she posted on Facebook to gather solutions.

Reference:
Jewell, K. (2023, May 3). Situation: I just collected an essay and I know AI usage is going to be an issue. Retrieved from: https://www.facebook.com/groups/703007927897194/permalink/774069674124352/

How to Ensure Authenticity of Students' Assignment / Work?

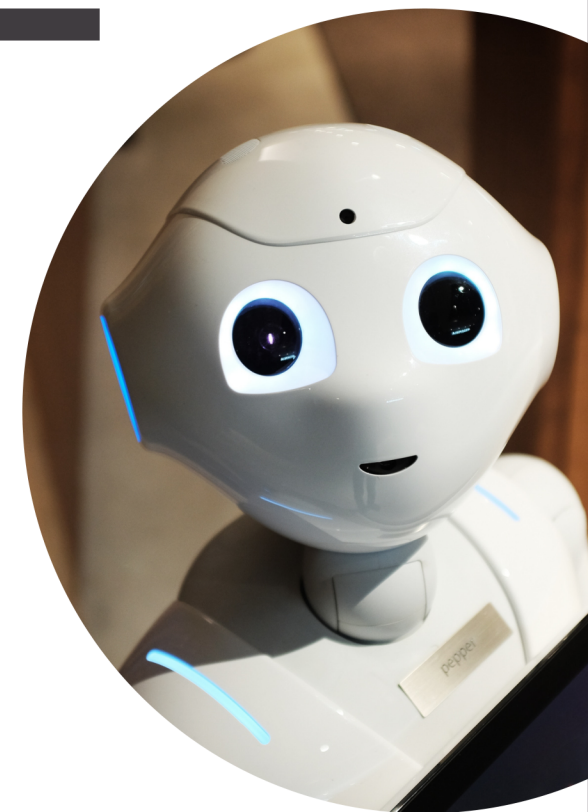Several respondents have been sharing their solutions according to personal experience:

Camila Mugan

Camila tried to assess students' authentic thinking. After asking students to write essays, she set up a semi-structured conversation of around five minutes to check if students were authentically thinking. If students were thinking authentically, they could interact meaningfully in the conversation. Instead of assessing the written essay, Camila evaluated students in the conversation.

Dee Brust

Dee suggested that Karen could transform the assignment into a reflection assessment instead of assessing students with essay writing. First, Karen could use AI to generate the essay with the whole class. Then, she could instruct students to analyze arguments for their strengths, weaknesses, and validity. Students were required to reflect on this process they have been engaging in. Their reflections were the actual assignment evaluated.

TaLIC Teaching and Learning Innovation Centre

Authentic Assessment in the Era of Generative AI: Shifting the focus of assessment

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INTRODUCTION

The rise of Generative AI tools such as ChatGPT brings various benefits and challenges to our usual approach in assessment. Teachers may have concerns on students cheating as they rely on AI tools to help finish their work. To ensure authenticity of students' work, education practitioners need to make necessary adjustment to adapt to the rise of Generative AI. Here we look at 2 examples of how teachers re-orientate the focus of their assessment tasks to cope with the challenges brought by AI.

CASE EXAMPLE 1: FROM ASSESSING PRODUCT TO ASSESSING PROCESS

Background

In one of the facilitation sessions for student-teachers, they were asked to design some high-quality scoring rubrics for alternative tasks. As students could resort to ChatGPT in producing well-developed scoring instruments, the teacher needed to adjust the level of assessment in order to ensure that a higher level of learning was attained.

Reference:
Samuels-White, S. (2023). Level up higher education assessments with ChatGPT. Retrieved from:
https://www.facultyfocus.com/articles/educational-assessment/level-up-higher-education-assessments-with-chatgpt/?st=FFdaily%3Bsc%3DFF230503%3Butm_term%3DFF230503&mailingID=4805&utm_source=ActiveCampaign&utm_medium=email&utm_content=Level+Up+Higher+Education+Assessments+with+ChatGPT&utm_campaign=FF230503

How to Ensure Authenticity of Students' Assignment / Work?

The teacher put the focus of the assessment more on knowledge synthesis by approaching from the following 3 directions:
- Critiquing the appropriateness of each rubric in assessing the competencies required in the task;
- Contrasting and comparing the 3 versions of the instrument;
- Evaluating the effectiveness of the instruments in ensuring scoring reliability and validity.

Rationale of this approach

While ChatGPT is inevitably utilized by students as a learning tool, assessment tasks should be reimagined and augmented to remain effective in developing critical-creative thinkers.