## CASE EXAMPLE 2: AUTHENTIC ASSESSMENT TASKS

Background

At Flinders University, teachers in the Law Faculty need to revise their assessment design to counteract the increasing use of ChatGPT to potentially cheat. Featuring the "authentic" elements in assessment can help make students harder to cheat. With all authentic assessment tasks focusing on developing and demonstrating professional human-centered skills, they would not be the type of tasks that can be completed by chatbots based on large language models.
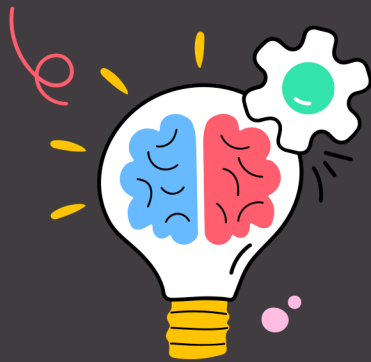
How to Ensure Authenticity of Students' Assignment / Work?

Two approaches were adopted to help ensure authenticity in assessment:
- Written assessment tasks involve solving authentic problem questions.
- Assessment task design comprises clinical skills such as reflective practice, oral advocacy, interviewing, negotiation, in-class exercises, presentation to clients, and performance during clinical placement.

Reference:
Croft, L. (2023). 'Authentic' law school assessments to combat use of ChatGPT to cheat. Retrieved from: https://www.lawyersweekly.com.au/newlaw/36513-authentic-law-school-assessments-to-combat-use-of-chatgpt-to-cheat#:~:text='Authentic'%20law%20school%20assessments%20to%20combat%20use%20of%20ChatGPT%20to%20cheat,-23%20January%202023&text=With%20artificial%20intelligence%20technology%20on,using%20AI%20platforms%20to%20cheat

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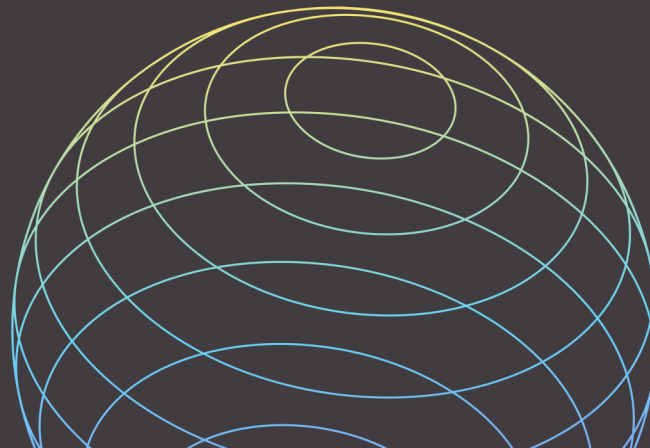
Authentic Assessment in the Era of Generative AI:

Utilising limitations of ChatGPT

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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 utilize certain limitations of ChatGPT with designs of authentic tasks for students.

CASE EXAMPLE 1:
VISUAL ASSESSMENT

Background

Samuel Yu was the coordinator of the subject, "Envisioning futures worth wanting" at TD School. It was a subject requiring students to think critically about the future of the City of Sydney. Previously, students completed a written assignment for the course. Samuel tried to apply ChatGPT to write about the future of the City of Sydney. Surprisingly, he generated decent and rapid results from ChatGPT, suggesting the possibility of violating academic integrity when using Generative AI.

How to Ensure Authenticity of Students' Assignment / Work?

The assessment was redesigned from written assessment to visual artefact creation. Each student needed to create a visual artefact (an image in a system map structure), in which students needed to demonstrate their imagination of the future of the local area in the City of Sydney. Students should also demonstrate their analysis of emerging trends in the visual artefact. Such assessment could hardly be generated solely from Generative AI (ChatGPT) because it cannot generate work in the format of visual artefacts.

Reference:
LX Team. (2023). AI case study: visual assessments with Samuel Yu. Retrieved from:
https://lx.uts.edu.au/collections/artificial-intelligence-in-learning-and-teaching/resources/ai-case-study-samuel-yu/