

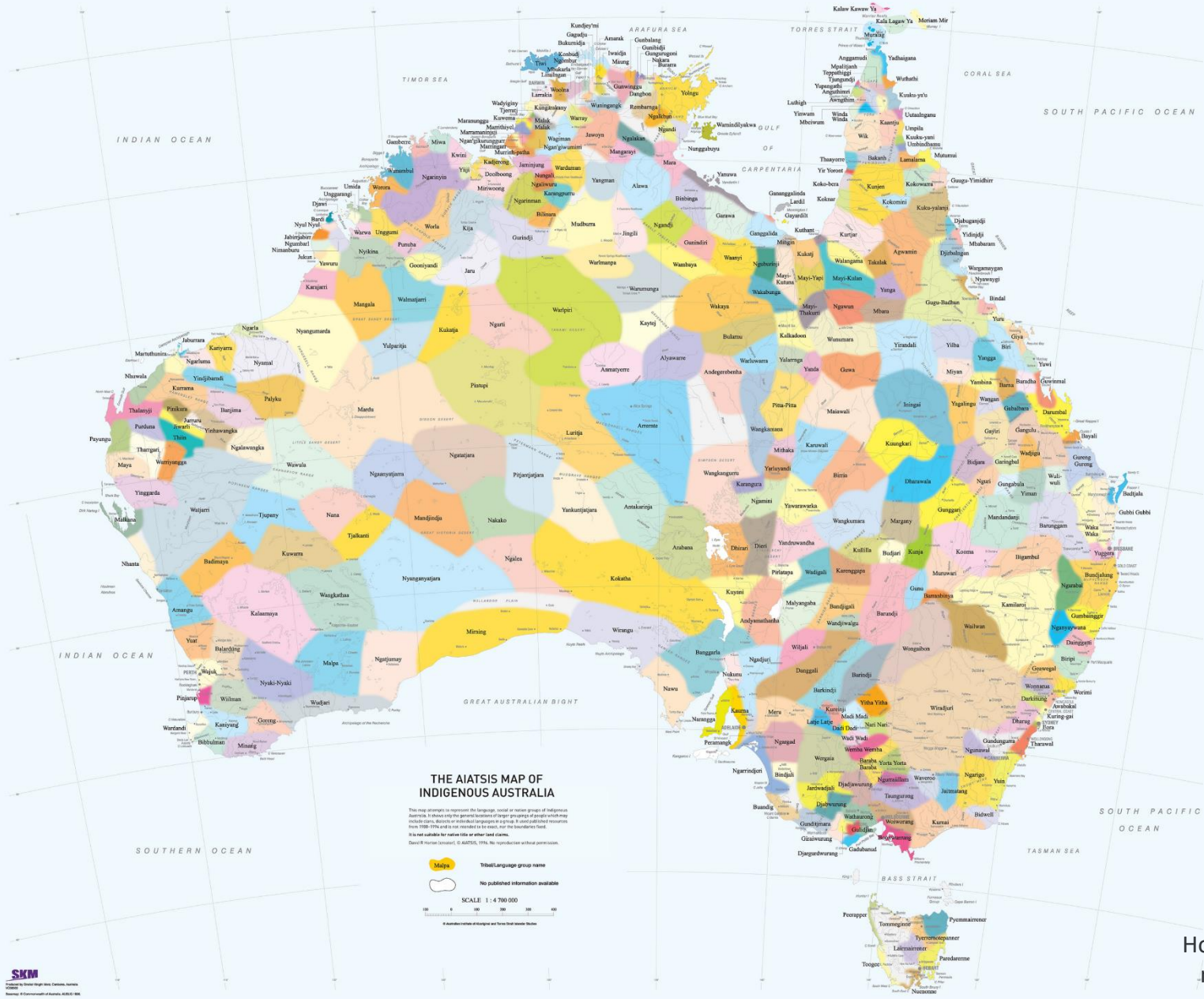
Sea Day!

Generative AI and Assessment

Dr Jen Tindale
Senior Lecturer, Learning Futures



25
MAY



Horton, D. R. 1996 (creator), The AIATSIS map of Indigenous Australia. AIATSIS www.aiatsis.ashop.com.au



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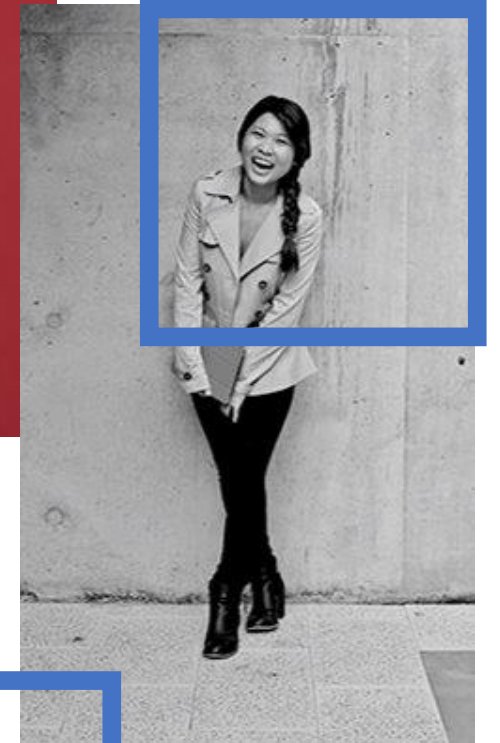
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QUESTIONS: Please ask any questions via the Chat for our presenters to respond to.
Alternatively, save your questions for the Q&A section at the end of the presentation.

Objectives:

- Share resources and good practice examples of addressing generative AI in assessment
- Review highlights from new resources on generative AI and assessment on the generative AI news and resources page





Newcomer



Some
experience



Experienced

Rate your knowledge of, or experience with generative AI in the chat

LEARNING FUTURES

Learning Futures

- > Teaching Support
 - Technology-Enabled Learning
 - WOS Studio
 - MESH
 - Smart Assessment Design Toolkit
 - Placements Hub
 - Digital Learning Support
 - Academic Integrity
 - Academic Integrity Research
- > Professional Learning @ Western
- > Curriculum Renewal
- > The 21C Project
- > Sustainability Education
- > Contact Us
- > The Engaged Teaching Project

Academic Integrity

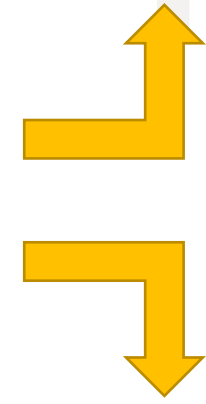
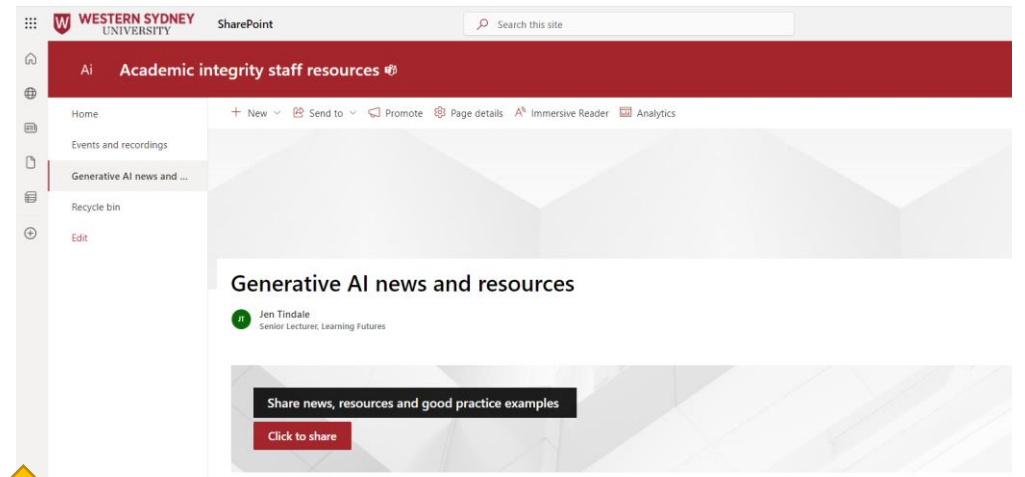


Academic integrity

Staff resources on academic integrity are available on a staff SharePoint site. This site includes news and resources on generative artificial intelligence (generative AI). Links are at the top right of this page.

All staff and students play an important role in Western's whole of university, educative approach to academic integrity. Aligned with the values of [Sustaining Success 2021-2026](#), academic integrity is a curriculum principle in Western's new [Curriculum Design and Approval Policy](#). Our new Assessment Policy reinforces that all programs, subjects and assessment tasks should 'be designed to ensure that all students receive clear instruction about maintaining academic integrity, and that opportunities for contract cheating and other breaches of integrity are

- Academic integrity events, news and resources
- Generative AI news and resources
- Turnitin's AI writing detection tool: Staff guide
- Academic integrity research
- Study Smart: Study with integrity
- Assessment Guide: Designed for integrity



Turnitin's AI Writing Detection Tool: A Guide for Staff

This guide is for staff only

Turnitin launched a new artificial intelligence (AI) writing detection tool in April 2023. The AI writing indicator appears in similarity reports and shows a percentage of the document that may have been generated using AI (see [information on AI writing detection](#)).

Turnitin's AI Writing Detection indicator should support an educative approach to ethical use of generative AI. As acknowledged by Turnitin, this indicator 'should not be used as definitive measure of misconduct or punitive tool' ([Turnitin, 2023](#)). Whether the use of generative AI is regarded as appropriate in any assessment task will depend on task design and expectations regarding students' use of generative AI communicated to students.

At Western, this indicator should be used as the basis for discussion with students on ethical use of generative AI and in conjunction with other appropriate indicators.

Academic integrity staff resources

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<https://westernsydneyedu.sharepoint.com/sites/Academicintegritystaffresources/SitePages/Generative-AI-news-and-resources.aspx>

Generative AI news and resources



Jen Tindale
Senior Lecturer, Learning Futures

Share news, resources and good practice examples

Click to share

What is generative AI?

Generative artificial intelligence (AI) refers to AI that can generate content including text, images, code, video and audio. [OpenAI](#) released ChatGPT (Chat Generative Pre-trained Transformer) in November 2022. The free version of ChatGPT answers complex questions and writes code in a chat dialogue. ChatGPT adds to a rapidly expanding suite of [generative AI tools](#). The output from these tools can be difficult to differentiate from output produced by humans.

We can anticipate that generative AI will continue to evolve rapidly and has significant implications for the future of higher education, research, disciplinary and professional practices, and more broadly, the future of work and society. The reach of generative AI tools will be further extended through Microsoft's recent partnership with OpenAI, with plans to integrate generative AI with Microsoft products including Word, PowerPoint and Outlook.

Generative AI in the media

- [Generative AI in the media](#). This list is updated regularly with new media articles. Use the button at the top of this page to share news.

Excel Generative AI in the media

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	A	B	D	E	F
1	Generative AI in the media	Topic	Assessment/course design (if any)	Type of tool (see final tab)	Date
2	https://www.universityworldnews.com/page.php?page=AI_and_Higher_Education_Special_Report	Generative AI		Text-to-text	No date
3	https://biv.com/article/2023/05/artificial-intelligence-can-learn-its-not-ready-teach-experts-say	Generative AI		Text-to-text	5/5/2023
4	https://www.nzherald.co.nz/nz/ai-and-chatgpt-cheating-allegations-at-cambridge-and-pukekohe-high-outrage-parents-of-top-students/ASTBH25N2NC4JG2ZOAU87L3W6	Generative AI		Text-to-text	3/5/2023
5	https://www.theguardian.com/technology/2023/may/02/geoffrey-hinton-godfather-of-ai-quits-google-warns-dangers-of-machine-learning	Generative AI		Text-to-text	2/5/2023
6	https://www.insidehighered.com/opinion/views/2023/04/27/dont-assume-students-are-eager-ai-adopters	Generative AI		Text-to-text	27/4/23
7	https://theconversation.com/if-chatgpt-wrote-it-who-owns-the-copyright-it-depends-on-where-you-live-but-in-australia-its-complicated-202516	Generative AI		Text-to-text	26/4/23
8	https://www.rappler.com/technology/artificial-intelligence-contract-cheating-kenya-ghostwriters-loss/	Generative AI		Text-to-text	25/4/23
9	https://theconversation.com/why-universities-should-return-to-oral-exams-in-the-ai-and-chatgpt-era-203429	Generative AI	Assessment design	Text-to-text	19/4/23
10	https://www.timeshighereducation.com/campus/how-chatgpt-can-help-disrupt-assessment-overload	Generative AI	Assessment design	Text-to-text	19/4/23
11	Generative AI in the media	Generative AI	x	Text-to-text	27/4/23
12	https://academicintegrity.org/resources/blog/112-2023/april-2023/433-chatgot-a-force-for-good	Generative AI		Text-to-text	27/4/23
13	https://theconversation.com/we-need-to-change-the-way-universities-assess-students-starting-with-these-3-things-203048	Generative AI	Assessment design	Text-to-text	17/4/2023

Generative AI in the media

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Webinars

Webinars at WSU

All staff webinar: Student perspectives on researching and using artificial intelligence	July		Registration link available soon
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PD for PASS facilitators: Generating the future	12 and 13 April		Slides
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CDMS workshop on OpenAI writing	22 July 2022		Recording

External webinars

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Events and recordings

Jen Tindale
Senior Lecturer, Learning Futures

Academic integrity events and recordings

[See all](#)

+ Add event

FEB 2	The AI (ChatGPT) future: What do we do now? Webinar Thu, Feb 2, 12:00 PM	FEB 7	Studiosity symposium: Higher Education's thoughtful Tue, Feb 7, 11:00 AM	FEB 11	UniSA. ChatGPT and AI: Impact on classrooms and learning Sat, Feb 11, 10:00 AM	FEB 15	TEQSA in association with CRADLE: ChatGPT – what do Wed, Feb 15, 2:00 PM
FEB 16	WSU: Ethical use of generative AI in learning, teaching and Thu, Feb 16, 10:00 AM	FEB 21	ALIA: AI, libraries, and the changing face of information Tue, Feb 21, All day	FEB 23	ASCILITE - The two 'AIs' – academic integrity and Thu, Feb 23, 12:00 PM	FEB 23	La Trobe University. AI in education: Are we still riding Thu, Feb 23, 1:00 PM
FEB 23	La Trobe University: AI in education: Are we still riding Thu, Feb 23, 1:00 PM	FEB 23-24	ALT South - AI, ChatGPT and assessment Thu, Feb 23, 11:00 PM	MAR 1	TEQSA in association with CRADLE: Chat GPT - How Wed, Mar 1, 2:00 PM	MAR 1	Transforming Assessment: Enduring assessment: Wed, Mar 1, 6:00 PM
MAR 2	UniSA: Teaching and Learning in the age of AI: What are the Thu, Mar 2, 8:00 AM	MAR 15	CRADLE: Book launch Assessment for inclusion Wed, Mar 15, 4:00 PM	MAR 17	HERDSA Assessment Quality SIG: Reflective feedback Fri, Mar 17, 2:30 PM	MAR 27-31	QQI and NAIN (Ireland): Artificial intelligence webinar Mon, Mar 27, All day
MAR 28	Turnitin and ASCILITE: Perspectives on the impact of Tue, Mar 28, 1:00 PM	APR 5	CRADLE: Assessment and student identify formation Wed, Apr 5, 2:00 PM	APR 5	Transforming assessment: Designs for our times: adapting Wed, Apr 5, 5:00 PM	APR 14	Dallhousie University - Artificial intelligence, ChatGPT, Fri, Apr 14, All day
APR 17-21	UC San Diego: Threats and opportunities of artificial Mon, Apr 17, All day	MAY 22	Cadmus: Leading academics' responses to AI in assessment Mon, May 22, 12:00 PM	JUN 1	HERDSA: The impact of generated artificial intelligence Thu, Jun 1, 1:00 PM	JUN 5	TEQSA/CRADLE: The impact of ChatGPT on higher education: Mon, Jun 5, 2:00 PM
DEC 31	Recording of SOLAR Webinar 16: Online and automated Sun, Dec 31, 9:30 AM	DEC 31	Recording - Kane Murdoch (UNSW): Programme design Sun, Dec 31, 9:30 AM	DEC 31	Recording - Integrity beyond 2023 - a Students First Sun, Dec 31, 9:30 AM	DEC 31	Recording of WSU contract cheating workshop with Sun, Dec 31, 10:00 AM
DEC 31	Recording - Professor Diane Pecorari (City University, Hong Sun, Dec 31, 10:30 AM	DEC 31	Recording - Professor Phill Dawson: The future of Sun, Dec 31, 2:30 PM				

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- [ENAI recommendations on the ethical use of artificial intelligence in education](#)
- TEQSA: [Good Practice Hub - Artificial intelligence](#)
- UNESCO: [ChatGPT and artificial intelligence in higher education: quick start guide](#)
- UNESCO: [Recommendation on the ethics of artificial intelligence \(2022\)](#)

Resources

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- [Good practice examples](#)
- [Generative AI tools and links](#)
- [ChatGPT roadtest](#) - Dr Edward Mariyani-Squire from the School of Business roadtests ChatGPT's performance on a range of assessment tasks and detection tools
- [LinkedIn Learning resources - generative AI](#)

Use the button at the top of this page to share resources.

Further reading

- [Download the Academic Integrity Working Party's Endnote library](#). Use the button at the top of this page to share peer-reviewed research.

Guidelines



Australian Academic Integrity Network (AAIN) **Generative artificial intelligence guidelines**

<https://doi.org/10.26187/sbwr-kq49>



Australian Government

Tertiary Education Quality and Standards Agency

TEQSA


Good practice hub – Artificial intelligence

<https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/artificial-intelligence>

Artificial intelligence: Advice for students

<https://www.teqsa.gov.au/students/artificial-intelligence-advice-students>

ENAI Recommendations on the ethical use of Artificial Intelligence in Education

[Tomas Foltýnek](#), [Sonja Bjelobaba](#) , [Irene Glendinning](#), [Zeenath Reza Khan](#), [Rita Santos](#), [Pegi Pavletic](#) & [Július Kravjar](#)

International Journal for Educational Integrity **19**, Article number: 12 (2023) | [Cite this article](#)

The wide accessibility of AI may exacerbate existing types of academic integrity threats, such as essay and paper mills, fabrication and falsification of data, etc.

Current definitions of misconduct, such as contract cheating and plagiarism, may not explicitly include this type of misconduct. Therefore, we propose an umbrella definition for all types of unauthorised content generation, including contract cheating and inappropriate use of AI:



Unauthorised content generation (UCG) is the production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance.

AIED can be used for unauthorised content generation; however, the use of AIED is not automatically unethical. There can be differences between academic disciplines, education institutions, courses, types of assessment, cultures, regions, and countries as to what is considered acceptable use of AI and what is not.

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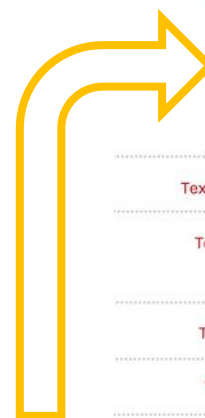
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What is generative AI?

Generative artificial intelligence refers to AI that can generate content including text, images, code, video and audio.



Generative AI (types)

Curated by @aaronssiim

Text-to-Image (T2I)	DALL-E 2, Stable Diffusion, craiyon, Jasper, Lexica, WEMBO, Imagen, MidJourney, NightCafe, GauGAN2, DeepAI, artbreeder, Wonder, pixray-text2image, neural.love, Omneky, alpaca, mage.space, KREA, Nyx, gallery, ROSEBUD.AI, PhotoRoom
Text-to-Video (T2V)	runway, Fliki, synthesia, Meta AI, Google AI, Phenaki, CONTENTA
Text-to-Audio (T2A)	Play.ht, MURF.AI, RESEMBLE.AI, WELLSAID, descript, Aflorithmic
Text-to-Text (T2T)	Simplified, Jasper, frase, zLeutherAI, Requestory, grammarly, copy.ai, MarketMuse, AI21 labs, HubSpot, NovelAI, InferKit, GooseAI, Research, Writesonic, co:here, CHIBI, Ideas AI, copysmith, Flowrite, NICHES\$, sudo write, Rytr, ideasbyai, text.com, OpenAI GPT-3 Blog, Idea Generator, Peppertype.ai, HyperWrite, Subtxt, WRITER, wordtune, LAIKA, COMPOSE AI, Moonbeam, Bertha.ai, anyword, Hypotenuse AI, letterdrop
Text-to-Motion (T2M)	TREE Ind., MDM: Human Motion Diffusion Model
Text-to-Code (T2C)	replit, Ghostwriter, GitHub Copilot, MUTABLE AI, tabnine, Amazon CodeWhisperer
Text-to-NFT (T2N)	LensAI
Text-to-3D (T2D)	DreamFusion, CLIP-Mesh, GET3D
Audio-to-Text (A2T)	descript, AssemblyAI, Whisper
Audio-to-Audio (A2A)	AudioLM, VOICEMOD
Brain-to-Text (B2T)	speech from brain, non-invasive brain recordings
Image-to-Text (A2T)	neural.love, GPT-3 x Image Captions

Creativity Visual input Longer context

GPT-4 is more creative and collaborative than ever before. It can generate, edit, and iterate with users on creative and technical writing tasks, such as composing songs, writing screenplays, or learning a user's writing style.

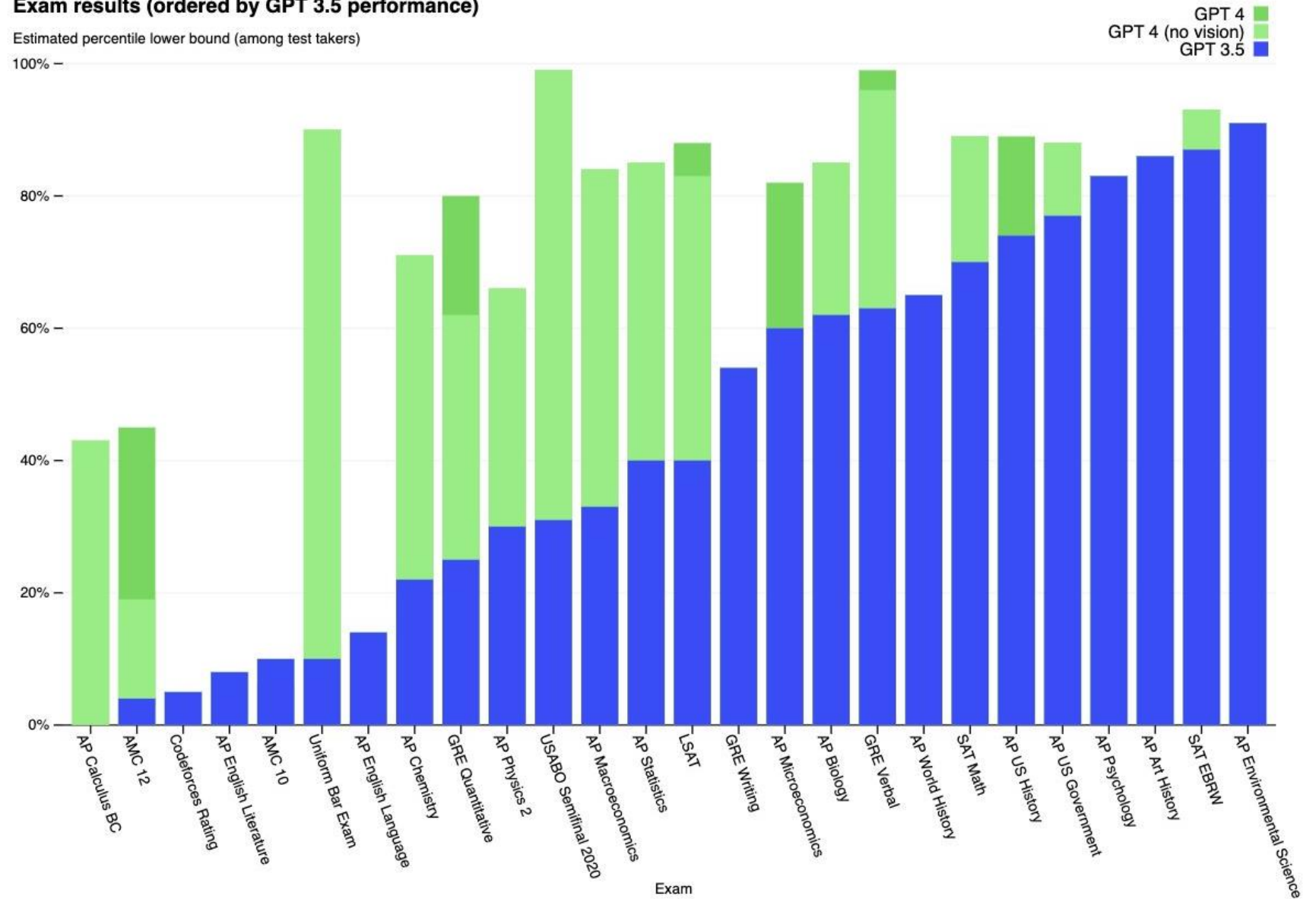
GPT-4 surpasses ChatGPT in its advanced reasoning capabilities.

<https://openai.com/product/gpt-4>

GPT 3.5 vs GPT 4

Exam results (ordered by GPT 3.5 performance)

Estimated percentile lower bound (among test takers)



Eloundou et al. (2023), based on OpenAI (2023)

AI TOOLS DESIGNED TO COMPLETE ASSESSMENT TASKS

Transcript	https://transcript.study
good ai	https://www.the-good-ai.com/
Essay Genius	https://essaygenius.ai/
Perfect essay writer	https://www.perfectessaywriter.ai/

TOOLS FOR DETECTING TEXT PRODUCED BY GENERATIVE AI

Turnitin	https://www.turnitin.com/blog/sneak-preview-of-turnitins-ai-writing-and-chatgpt-detection-capability
External tools	
<u>Considerations when using external detection tools</u>	https://twitter.com/phillipdawson/status/1615474118345859082?s=20&t=5gfEOY-TdAj3ZDGcvi3bfQ
AI classifier	https://platform.openai.com/ai-text-classifier
GPTZero	http://gptzero.me/
Detect GPT	https://detectgpt.ericmitchell.ai/

Detecting generative AI



AI writing indicator

The AI writing indicator that has been added to the Similarity Report will show an overall percentage of the document that may have been AI-generated. We make this determination with 98% confidence based on data that was collected and verified in our AI Innovation Lab. To open the new AI writing report, select the AI writing indicator. Please note, only instructors and (depending on license) account administrators will be able to see the indicator and the AI writing report at this time.

- Some universities have opted not to use
- Success rate based on GPT3, 3.5 and ChatGPT
- Reliability has not been independently verified at scale
- May not detect GPT3 output that has been modified or output from paraphrasing tools

Cassidy, 2023; Hillier, 2023; Turnitin, 2023

Detection of generative AI and misconduct

- Set clear expectations on the use of generative AI
 - WSU - [Communicating expectations on generative artificial intelligence \(AI\) to students in first half year 2023](#)
 - Macquarie University – [Assessment Checklist](#)
- Explore ethical use of generative AI in your context
- Provide advice on acknowledging use of generative AI
- Consider Turnitin generative AI reports in the context of other indicators, e.g.
 - Fake references and invalid citations
 - Factual errors
 - Unusual or unexpected wording
 - Overuse of generic examples
 - Variable student performance or writing quality (based on TECHE Editor, 2023)

GAIT Assessment Checklist

Overview

This resource is designed to help you communicate levels of acceptable use of generative artificial intelligence tools (GAITs e.g., ChatGPT) in your assessment task/s. A statement on appropriate GAIT use should appear in the assessment task instructions. The language and ideas here are just suggestions; feel free to include your own or modify the text below as needed. Use the tick boxes to determine what uses are allowed and then construct a statement of acceptable use to put on your assessment task. You can do this individually or co-construct this statement with students as outlined in our [lesson plan](#).

Green Zone: GAIT use permitted within academic integrity guidelines

For this assessment, in addition to spelling/grammar checkers and referencing software, students are permitted to use generative artificial intelligence tools (GAITs, e.g., ChatGPT) to:



- summarise and paraphrase academic texts
- produce a paragraph or section of text (with attribution)
- provide a key definition (with attribution)
- input their text to GAITs (e.g., ChatGPT) to produce a counter-argument with the goal of refining their main argument
- [add additional points as necessary...]

AI literacy

AI literacy skills enable ‘individuals to **critically evaluate AI technologies**; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace’ (Long & Magerko, 2020:598).

Creative uses of generative AI in higher education

- Experiential learning, student engagement and collaboration
- Identify issues, challenges, and questions
- Test understanding
- Identify inaccuracies and gaps
- Creative/critical thinking
- Prototype development
- Writing and presentation skills

- How have you responded to generative AI this session?
- What worked well?
- What would you do differently next session?
- What good practice examples or issues can you share?

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CDMS workshop on OpenAI writing	22 July 2022	12pm	Recording, transcript and slides
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- Australian Academic Integrity Network: [Generative AI guidelines](#)
- COPE: [Artificial intelligence and authorship](#)
- [ENAI recommendations on the ethical use of artificial intelligence in education](#)
- TEQSA: [Good Practice Hub - Artificial intelligence](#)
- UNESCO: [ChatGPT and artificial intelligence in higher education: quick start guide](#)
- UNESCO: [Recommendation on the ethics of artificial intelligence \(2022\)](#)

Resources

- [Generative AI resources](#). Recently added resources are at the top of the list.
- [Good practice examples](#)
- [Generative AI tools and links](#)
- [ChatGPT roadtest](#) - Dr Edward Mariyani-Squire from the School of Business roadtests ChatGPT's performance on a range of assessment tasks and detection tools
- [LinkedIn Learning resources - generative AI](#)

Use the button at the top of this page to share resources.

Further reading

- [Download the Academic Integrity Working Party's Endnote library](#). Use the button at the top of this page to share peer-reviewed research.

Page title	Category	Author	Link
Generative AI primer	Learning, teaching and assessment	Jisc	https://nationalcentreforai.iiscinvolve.org/wp/2023/05/11/generative-ai-primer/
AI in tertiary education: A summary of the current state of play June 2022	Learning, teaching and assessment	Jisc	Link
Generative artificial intelligence and assessment security	Assessment design	University of Wollongong	https://tc.uow.edu.au/hub/article/gen-ai-and-assessment-security
How generative AI like ChatGPT is pushing assessment reform	Assessment design	Amir Ghanpachi, Victoria University	https://www.vu.edu.au/about-vu/news-events/news/how-generative-ai-like-chatgpt-is-pushing-assessment-reform
From Quizzes to Essays: A Campus-Wide Assessment Update	Assessment design	Olga Kozar, Macquarie University	https://teche.mq.edu.au/2023/05/from-quizzes-to-essays-a-campus-wide-assessment-update/
Talking about generative AI: A guide for educators	Learning, teaching and assessment	Sidney Dobrin	Link
Here are 3 ways higher education can prepare for the generative AI revolution	Curriculum design	World Economic Forum	https://www.weforum.org/agenda/2023/05/3-ways-higher-education-can-prepare-for-generative-ai-revolution/
Assessment redesign for generative AI: A taxonomy of options and their viability	Assessment design	Jason Lodge	https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge/
Generative AI assessment redesign options	Assessment design	Jason Lodge	https://twitter.com/jasonmlodge/status/1654282347125276672/photo/1
Teaching and learning with AI apps	AI tools	Sarah Elaine Eaton and Lorelei Anselmo, University of Calgary	https://taylorinstitute.ucalgary.ca/teaching-with-ai-apps
6 tenets of postplagiarism: Writing in the age of artificial intelligence	Writing	Sarah Elaine Eaton, University of Calgary	https://twitter.com/DrSarahEaton/status/1629482563353059329/photo/1
Articles and resources for ChatGPT	Various	Tyson Kendon, University of Calgary	https://elearn.ucalgary.ca/articles-and-resources-for-chatgpt/
Prompt engineering for educators – making generative AI work for you	Learning, teaching and assessment	Danny Liu, University of Sydney	https://educational-innovation.sydney.edu.au/teaching@sydney/prompt-engineering-for-educators-making-generative-ai-work-for-you/
ChatGPT and artificial intelligence in higher education: quick start guide	Guidelines	UNESCO	https://unesdoc.unesco.org/ark:/48223/pf0000385146
Using artificial intelligence in education: A student voice	Student perspectives on generative AI	Digitally Enhanced Education Webinars	https://www.youtube.com/playlist?list=PLAbF8wnSF-eOpKy4TMu_e2lyeBjGbhni
How ChatGPT can help disrupt assessment overload	Assessment	David Carless, University of Hong Kong	https://www.timeshighereducation.com/campus/how-chatgpt-can-help-disrupt-assessment-overload?
Good practice hub - artificial intelligence	Guidelines	TEQSA	https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/artificial-intelligence
How to use generative AI creatively in higher education	Learning, teaching and assessment	London School of Economics	https://blogs.lse.ac.uk/impactofsocialsciences/2023/04/04/how-to-use-generative-ai-creatively-in-higher-education/
Artificial Intelligence, ChatGPT, and academic integrity - the implications for higher education	Academic integrity	Dalhousie University	https://www.youtube.com/watch?v=5p3JWSuxen4
Student guide to using generative AI	Information for students	Deakin University	https://www.deakin.edu.au/students/study-support/resources-and-referencing/academic-skills/student-guide-to-using-generative-ai
Advancing academic integrity: Trends in e-cheating, contract cheating & AI	Detection	Turnitin	https://www.turnitin.com/apac/ebooks/advancing-academic-integrity-trends-in-e-cheating-contract-cheating-and-more
AI writing and Turnitin	Detection	Turnitin	https://www.turnitin.com/solutions/ai-writing
Blog posts on generative AI	Various	Macquarie University	https://teche.mq.edu.au/tag/generative-artificial-intelligence/
Innovating Assessment Tasks with ChatGPT-4 and Design Thinking	Assessment design	Sean McMin, Hong Kong University of Science and Technology	https://www.linkedin.com/pulse/innovating-assessment-tasks-chatgpt-4-design-thinking-sean-mcminn/?trackingId=g15xkWO0T6%2FFjmDMhLEng%3D%3D
How to research and write using generative AI tools	Training module	Dave Birss, LinkedIn	https://www.linkedin.com/learning/how-to-research-and-write-using-generative-ai-tools/meet-your-ai-creative-collaborator?autoplay=true&u=51101937
Responsible AI network	Industry guidelines	CSIRO	https://www.csiro.au/en/news/news-releases/2023/australia-announces-world-first-responsible-ai-network-to-uplift-industry
AI author policy	Research authorship	Elsevier	https://www.elsevier.com/about/policies/publishing-ethics#Authors
AI curriculum framework	Curriculum design	Susie McFarlane, Deakin University	https://padlet.com/susie_macfarlane/generative-ai-in-higher-education-deakin-university-acxvwaowb1r9z0p/wish/2520383119

[Generative AI resources](#)

	Short-term	Medium-term	Long-term
1. Ignore	Might get away with it momentarily		
2. Ban	Problematic	Becomes risky	
3. Invigilate	Where appropriate	Where appropriate	Where appropriate
4. Embrace	Being mindful of equity issues	Where appropriate	
5. Design around	Risky		
6. Rethink	Requires time and effort		

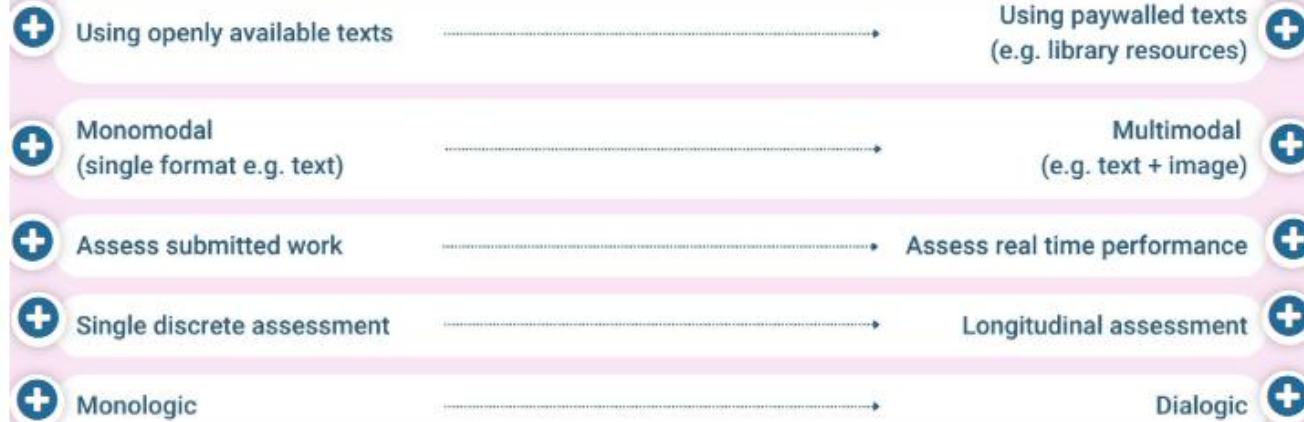
<https://www.linkedin.com/pulse/assessment-redesign-generative-ai-taxonomy-options-viability-lodge/>

Teaching and Assessment ideas	Students develop academic integrity		Students use AI for learning and assessment	
	Learn Critique Apply	Assess learning processes not artefacts	Students learn to use and critique AI for study	Learn and critique disciplinary use of AI
		Students progressively complete task steps showing process	Students learn a range of AI tools and effective prompts	Students research current and emerging applications of AI in profession
		Students represent learning through non written means: video, visual mapping etc	Students examine the ethics and consequences of using AI as a student	Students critically evaluate disciplinary AI tools
	Students plan, implement and reflect on a set of strategies they can use to manage their academic integrity risk when using generative AI	Students critique AI limitations, risks, and affordances	Students use and critically reflect on AI in their discipline or profession	
	Students submit or perform work that evidences their authorship and academic integrity	Students use AI to generate ideas, summarise inputs by theme and with structure, then critically evaluate the resultant output		
	Year 1	Year 2	Year 3	
Academic integrity approaches	Transparent Assessments students want to do Co-design with students as partners			
DeakinDesign principles	Holistic Authentic Active and collaborative Course-wide Inclusive Relational Digital			

Assessment formats



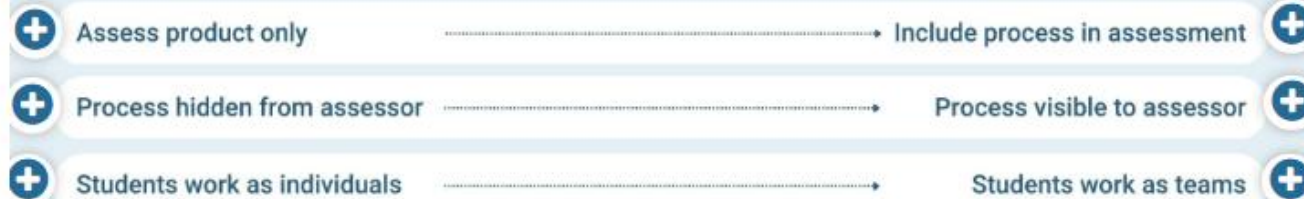
Decreasing academic integrity risk



Assessment of product vs process



Decreasing academic integrity risk



Forms of knowledge assessed



Decreasing academic integrity risk



<https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/artificial-intelligence/generative-ai-and-assessment>

Check assessment task design against Generative AI tools



Modify current assessment task prompts or processes



Incorporate AI into assessment tasks



Consider alternative assessment formats



Assess open or collaborative processes



Target higher order thinking



Review assessments to reduce risk



Use formative assessment to develop understanding of students



Programmatic, authentic and future-focused assessment



<https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/artificial-intelligence/generative-ai-and-assessment>

Tell us what you think!

- Did you like the workshop design and delivery?
- What would you like to know more about?

It should only take 3 minutes



****We use your feedback to fine-tune, create and schedule future workshops****



Upcoming workshops!

vUWS Cruise

Friday 26 May

Alternative assessments for
student engagement



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