



TQF Domain 2

## Design curriculum, learning and assessment environments that are aligned, inclusive and relevant to student learning

**Evidencing assessment redesign in a collaborative partnership** (Established)

### Malik's Challenge

Malik is seeking advice about how to evidence the approach he has taken in his subject, as well as the long-term collaboration with Library staff. He has some ideas but is keen to be more systematic about it.

#### 1. The Context

Malik is a Senior Lecturer teaching Linguistics subjects and has been collaborating with professional staff in the Library for some time to refresh the assessment tasks in a large second year core subject (n=270 students). His focus is to ensure digital and Gen AI literacy are well scaffolded in the first 4 weeks of semester and reinforced in later weeks through activities both in class and online. He has been the Subject Coordinator for 5 years and is very attached to its purpose and design. The subject includes learning outcomes focused on academic literacy which Malik has designed with the support of the coordinator of the first year core subject. Together, they have aimed to ensure that their pedagogical approaches to supporting students engage with the digital challenges of Gen AI are reflected in updates to the content, resources, and in class, but also in the design of their assessment strategies.

The subject Malik teaches has an open approach to Gen AI, partly because he is learning himself about how to teach with it. He encourages students to experiment Gen AI as a thinking partner, to be critical of its findings, and

the capstone assessment expects students to include their Gen AI interactions as part of their submissions, worth 50% of the final mark. His analysis of the recent SFS open comments suggests positive student responses. He has been influenced in his approach by the Academic Literacy Community of Practice (AL-CoP) set up by Library staff who have worked with him to develop discipline specific resources, to run workshops during the session, and to develop collaborative projects with. Malik has even presented at the AL-CoP with a couple of his students who discussed their experiences of the capstone group task.

He is often caught off guard by his colleagues' defeatist views of Gen AI and the inevitable assumptions that students will cheat. He hasn't found that to be the case in his own subject.. Since embracing Gen AI, Malik has made it his mission to read, engage, learn, challenge and get involved in robust discussions about Gen AI. He is the School's representative on a number of curriculum working groups where he is sharing his approach, his students' experiences, alongside their grades and outcomes.

#### 2. The Evidence

Using Brookfield's (1999) four lenses, Malik crafts a list of the evidence he thinks he has, and what he thinks is needed to make a compelling case.

Evidence Lens	1. Educator/Self (intention, strategy and materials)	2. Students (co-inquiry, engagement, feedback, outcomes, artefacts, improvement)	3. Peers (co-design, feedback, observation, review, recognition, adoption)	4. Scholarship (research-informed, engage in research, outputs, practice sharing)
What Malik already has	<ul style="list-style-type: none"> <li>Engaged in own professional learning re: Gen AI</li> </ul>	<ul style="list-style-type: none"> <li>Co-presenting with students at AL-CoP</li> <li>Analysis of SFS written comments</li> </ul>	<ul style="list-style-type: none"> <li>Co-design of subject articulation with FY core colleague</li> <li>Collaboration with the Library, and a suite of co-designed discipline resources</li> <li>Participated in Gen AI curriculum working groups</li> </ul>	<ul style="list-style-type: none"> <li>Scholarly reading</li> </ul>
What Malik may need to consider		<ul style="list-style-type: none"> <li>Analyse SFS data on Assessment tracking improvements in students' perceptions over time</li> <li>Consider student grades, retention</li> <li>Relevant analytics data</li> </ul>		

### 3. Integrating Evidence into a Claim: an example

I see myself as an innovative Linguistics academic and a teacher who is passionate about ensuring that all our students are set up for academic success. Learning the language conventions of university study, including academic literacy and integrity is crucial to that success. I teach a range of Linguistics subjects but I have focused my pedagogical efforts on the large second year core which I have coordinated for the last 5 years. In particular, I have been experimenting with how to scaffold students' engagement with Gen AI with a goal of retaining high standards and expectations of university study. I use the analogy of Gen AI as a 'thinking partner'.

That journey led me to collaborate with colleagues in our University Library, particularly those with expertise in academic language, literacy and integrity. For the last 5 iterations of the core, 2 library staff have supported me develop subject specific resources for the assessment and run workshop sessions for students to practise and reflect on their interactions with Gen AI, in particular, Microsoft Co-Pilot- the university endorsed app. My scholarly reading on Gen AI has led me to design an assessment strategy that is open and where students can use it across all their tasks in a deliberate and scaffolded way. Embedded in those tasks, the rubric, and the support is an expectation that students' decision-making with Gen AI is transparent, critical and justified. With approx. 270 students, I have worked

with the first year core subject Coordinator to revise the curriculum to build on the first year core. There is more work to do to ensure that our work together reaches out to the other core subjects in the program too but this has been a productive initial collaboration, and will be an ongoing one!

Students have responded extremely positively. My analysis of the SFS over the last 2 years (over 800 students) suggests that at least 2/3 of students feel relieved and more confident in being able to use Gen AI, that they appreciate the scaffolded approach, and that they have access to teachers keen on supporting them to practise and make mistakes. The quality of the group work task - comprising 50% of the overall assessment has improved with a slight increase in D and HD grades. Students also enjoy interacting with Library staff, and find them attentive and helpful. Without my colleagues in the Library, these changes to assessment would have been far less successful.

I am genuinely enthusiastic about Gen AI and have nominated myself as the School's rep on a number of curriculum working groups so I am part of the institutional conversation. Recently, I presented this work at the Academic Literacy Community of Practice with 3 of my students and received a further 4 invitations to follow up with staff in other Schools. There is an opportunity to turn this work into scholarship which the team is currently planning.