

Generative AI and Assessment toolkit

GenAI & Assessment at The Open University



GenAI and Assessment toolkit

This toolkit aims to provide some practical strategies for creating or adapting your assessment strategies. There is no such thing as an 'AI-proof' assessment. It is a matter of finding ways of including skills and approaches in assessment that GenAI will find more difficult to replicate authentically, whilst simultaneously encouraging students to develop the skills they need to operate in an AI world.



GENAI AND ASSESSMENT

Designed For:
ACADEMIC COLLEAGUES

Designed By:
LEARNING DESIGN



Specific content

Consider specific, personalised, social contexts where students interpret information from a range of sources.



Critical thinking

Create complex questions where students analyse, develop and evidence arguments through applying knowledge in different contexts.



Reflection

Encourage personal engagement with the content and evaluation of the learning process. Assess through iterative opportunities.



Human skills

Build in opportunities for students to demonstrate creativity, empathy, common sense and the ability to make value judgements.

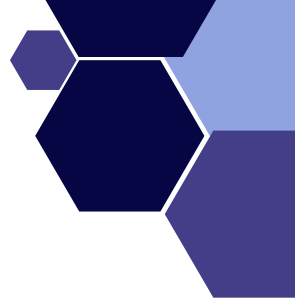
What is it?

The GenAI and Assessment toolkit supports colleagues to create and/or review assessments in the light of challenges posed by GenAI. It explores skills which students will need to successfully engage with GenAI and those which the technology struggles to replicate effectively.

Why is it important?

The GenAI and Assessment tool goes some way to mitigating the effect of these new and emerging technologies on assessment.





How to use this toolkit

Consider the following strategies:

- Focus on specific content
- Encourage reflection
- Develop critical thinking skills
- Foster human skills
- Provide authentic assessment opportunities

Next, review your assessments:

As you create or evaluate your assessments, use the areas below, or the checklists provided in the Word version, to align the strategies with your teaching and learning content. Each checklist offers specific ideas, but depending on your context, there may be additional strategies available for integration.

For each strategy checklist, you can either indicate the opportunities you are currently using or make notes on potential ideas to enhance the robustness of your assessments in light of GenAI.

For the authentic assessment checklist, note down what opportunities are currently offered or possible according to each factor on the list. This will help you to spot if there are any areas where you could consider integrating authentic assessment or adapting your approach.

Focus on specific content

Focus assessment on specific content:

GenAI finds it challenging to conduct more specific, personalised research, especially when the content relates to the Global South. The tools lack contextual understanding, particularly when dealing with complex content. GenAI can misinterpret data, leading to flawed arguments. If assessments are contextualised to local or personal content, it's more difficult for GenAI to create accurate output and apply the knowledge generated.

Design considerations:

- Create a specific scenario that requires students to solve a problem.
- Keep assessments up to date by including very recent examples from social contexts.
- Ask students to interpret information from a range of sources including examples from their own experience or a local context.



Encourage reflection

Encourage reflection and evaluation of the learning process:

It is more challenging for GenAI to generate plausible outputs when assessing personal engagement with a topic. Emphasising the process of learning rather than the final outcome can be beneficial for students and more challenging for GenAI. The more iterative processes required by an assessment, the more challenging it is for GenAI to produce reliable outputs.

Design considerations:

- Create questions which include reflective elements, particularly ones which are relevant to students' own lived experiences or elements of your content. Thresholds and weightings may need to be adapted to take account of the reflection element.
- Encourage students to evaluate their learning process. Showcasing skills learned as part of the journey is just as important as the final assessment. Peer evaluations and reflections on feedback given and received can form a part of the assessed work.
- Encourage opportunities for iterative assessments by asking students to submit work in progress/drafts for feedback. Rather than only marking the final assessment, tutors could review iterations at strategic points to assess improvements.



Develop critical thinking skills

Encourage critical thinking in assessments:

GenAI can synthesise information but doesn't possess the human skill of critical thinking, e.g., weighing up the different sides of a debate. GenAI fares less well when asked to analyse, develop, and express an evidenced argument. Creating opportunities which allow students to apply knowledge to different contexts can also help. The approaches below make it more difficult for GenAI to create plausible, meaningful outputs.

Design considerations:

- Ask students to explain the rationale for their thinking.
- Make questions more complex, e.g. hypothetical questions that do not have one straightforward answer.
- Consider ideas such as asking students to: critique material (or GenAI output); engage with logical arguments to foster reasoning skills; create a concept map to demonstrate understanding of material.



Foster human skills

Build in human skills of creativity, empathy and common sense:

Although GenAI can generate ideas, it lacks the original and creative approaches of human beings. GenAI lacks the human qualities of emotional intelligence, empathy and common sense. It may produce superficial arguments which don't demonstrate true engagement with values. GenAI can use data to make decisions but will struggle with ethical or moral judgements.

Design considerations:

- Create opportunities for students to demonstrate creative, original thinking.
- Factor in emotional intelligence and ask students to make value judgements about situations.
- Draw on students' own personal experience and judgement and allow them to contextualise ideas in a wider ethical sense.



Provide authentic assessment opportunities

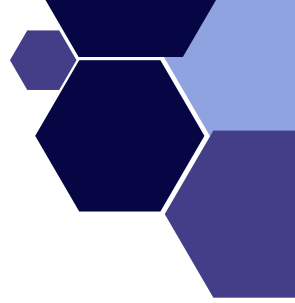
Incorporate ideas from authentic assessment and consider formats other than the essay:

Authentic assessment allows students to relate tasks to their identity, values and beliefs, and to grasp the relevance of the knowledge they are gaining, both personally and professionally. Here are some steps you can take to embed authentic assessment-style design in your con:

- Identify students' goals
- Consider relevant environments
- Identify relevant tasks
- Integrate reflection
- Manage the risks

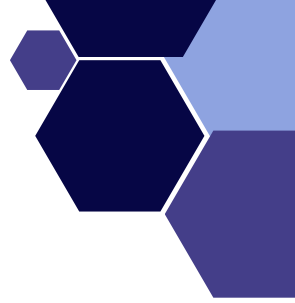


Focus on specific content



Skill	Assessment 01	Assessment 02	Assessment 03	Assessment 04	Assessment 05	Final assessment
Focus on specific content						
Up-to-date, recent example						
Example from personal /social context						
Further design considerations:						

Encourage reflection



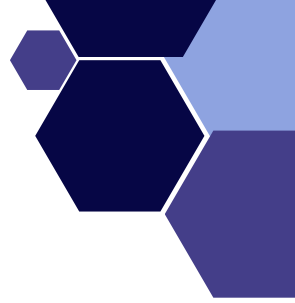
Skill	Assessment 01	Assessment 02	Assessment 03	Assessment 04	Assessment 05	Final assessment
Reflective elements, e.g., reflect on feedback						
Evaluate learning process						
Show working and/or an iterative process of drafts						
Further design considerations:						

Develop critical thinking skills



Skill	Assessment 01	Assessment 02	Assessment 03	Assessment 04	Assessment 05	Final assessment
Explain rationale for thinking						
Complex questions with no easy answer						
Critique material; show deep understanding						
Further design considerations:						

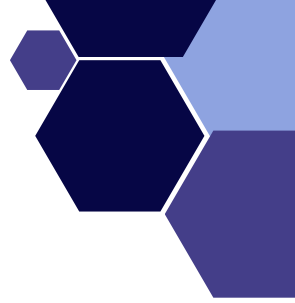
Foster human skills



Skill	Assessment 01	Assessment 02	Assessment 03	Assessment 04	Assessment 05	Final assessment
Show creative, original thinking						
Make decisions based on empathy and common sense						
Make ethical or moral decisions						

Further design considerations:

Authentic assessment



Authentic assessment factor	Current assessments	Future opportunities
Students' potential goals		
Relevant environments		
Relevant tasks		
Reflection opportunities		
Potential risks		
Further design considerations:		



Contact Us



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For further information, please get in touch and ask for your request to be forwarded to the AI team.

We would love to know more about what strategies you are adopting to create or adapt assessments in the light of GenAI and share these across the sector. Please get in touch if you are happy to share examples.