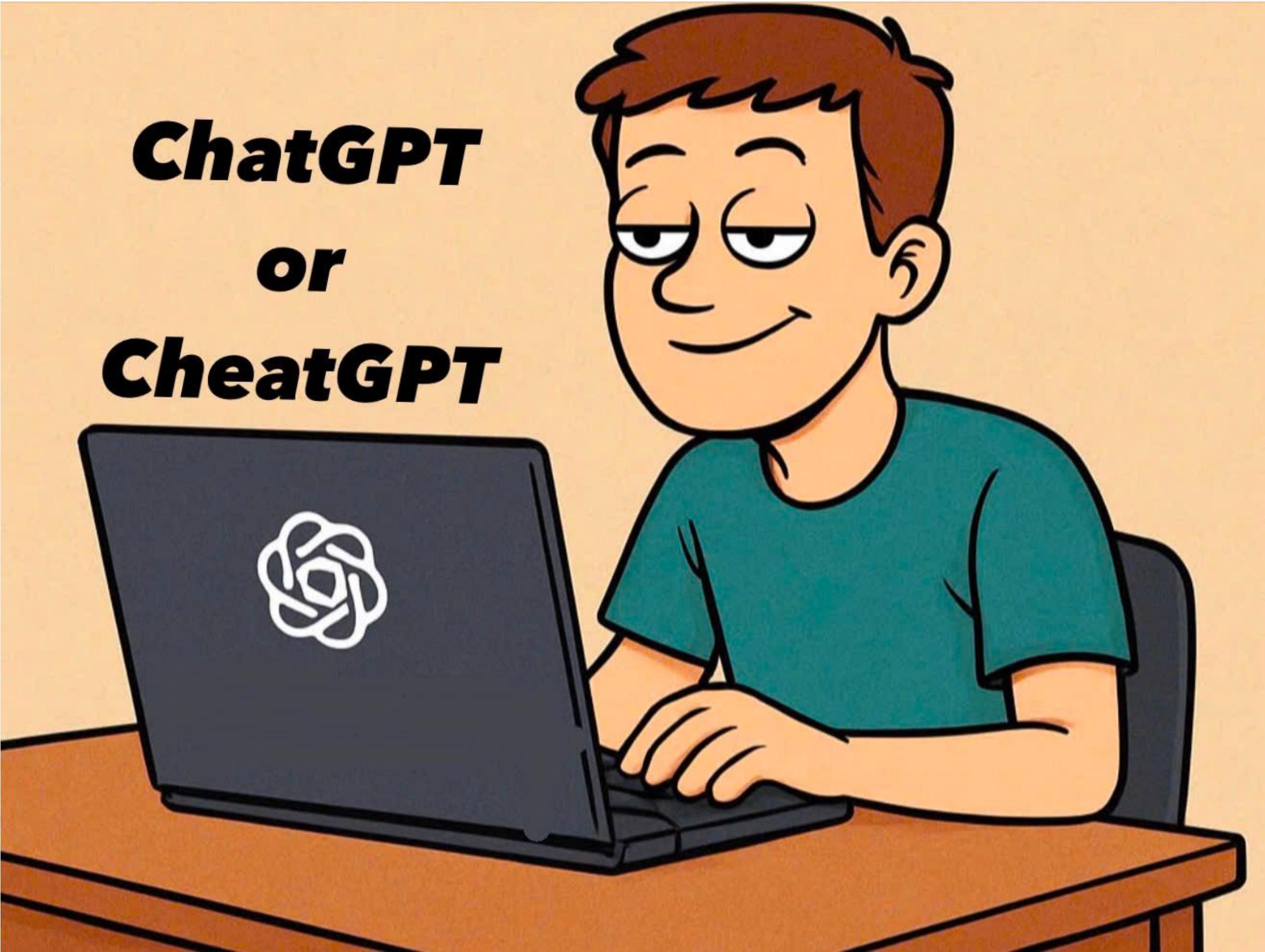


ChatGPT
or
CheatGPT





ADAPTING ASSESSMENTS FOR AI-ERA LEARNERS

presented by

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Nguyen Thi Phuong Thao

April 21, 2025

OUTLINE



-
- 1. Theoretical background**
 - 2. Current Assessment Issues in the Age of AI**
 - 3. Approaches To Adapting Assessments**
 - 4. Recommendations for Institutions**



1. THEORETICAL BACKGROUND





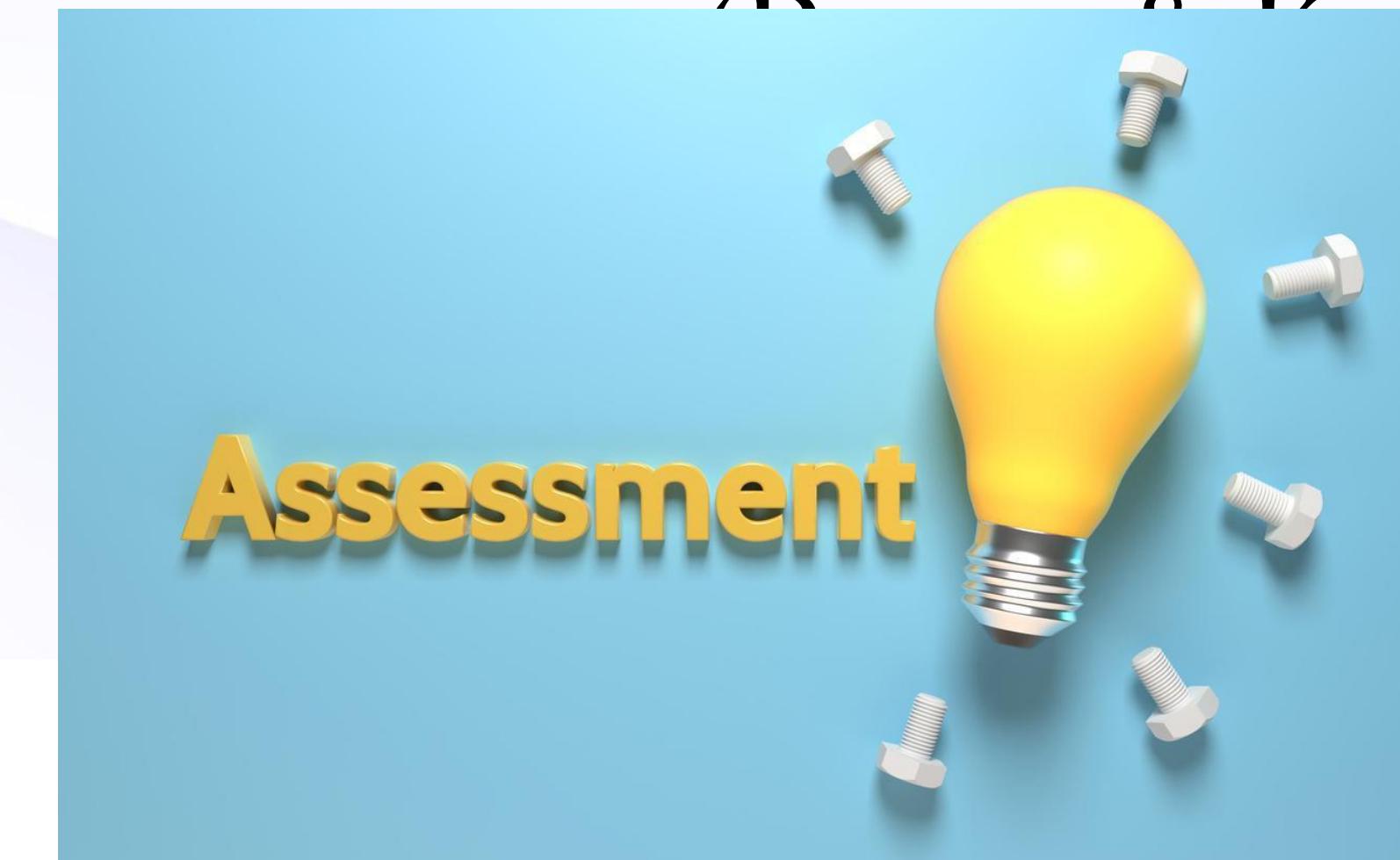
1. THEORETICAL BACKGROUND



1.1.What is assessment?

“Assessment is the process of gathering and interpreting information to make judgments about student learning.”

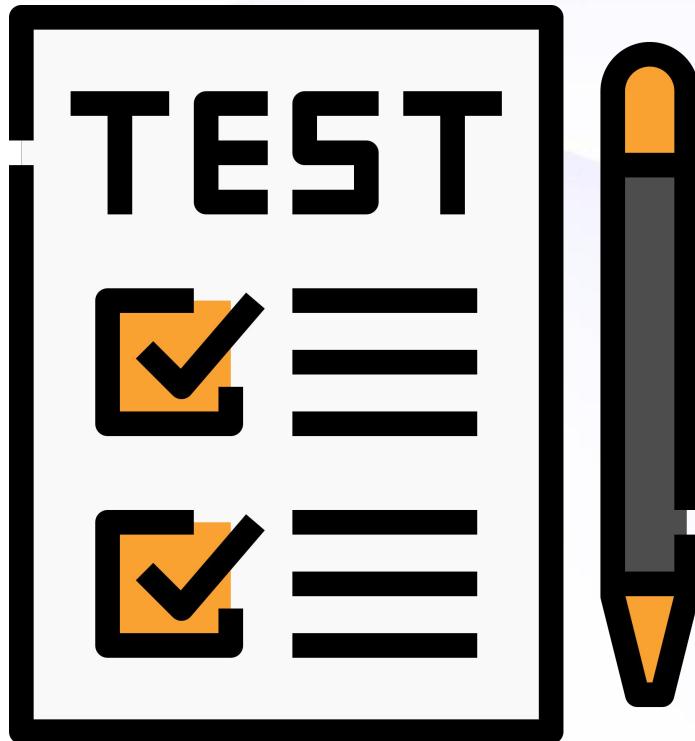
(D. J. Daubert, Knight, 1994, p. 9)



1. THEORETICAL BACKGROUND

1.2. Traditional view on assessment

- Tests & essays assuming unaided work (Boud, 2000)
- Assessment focusing on isolated skills (Fawns & O'Shea, 2018)



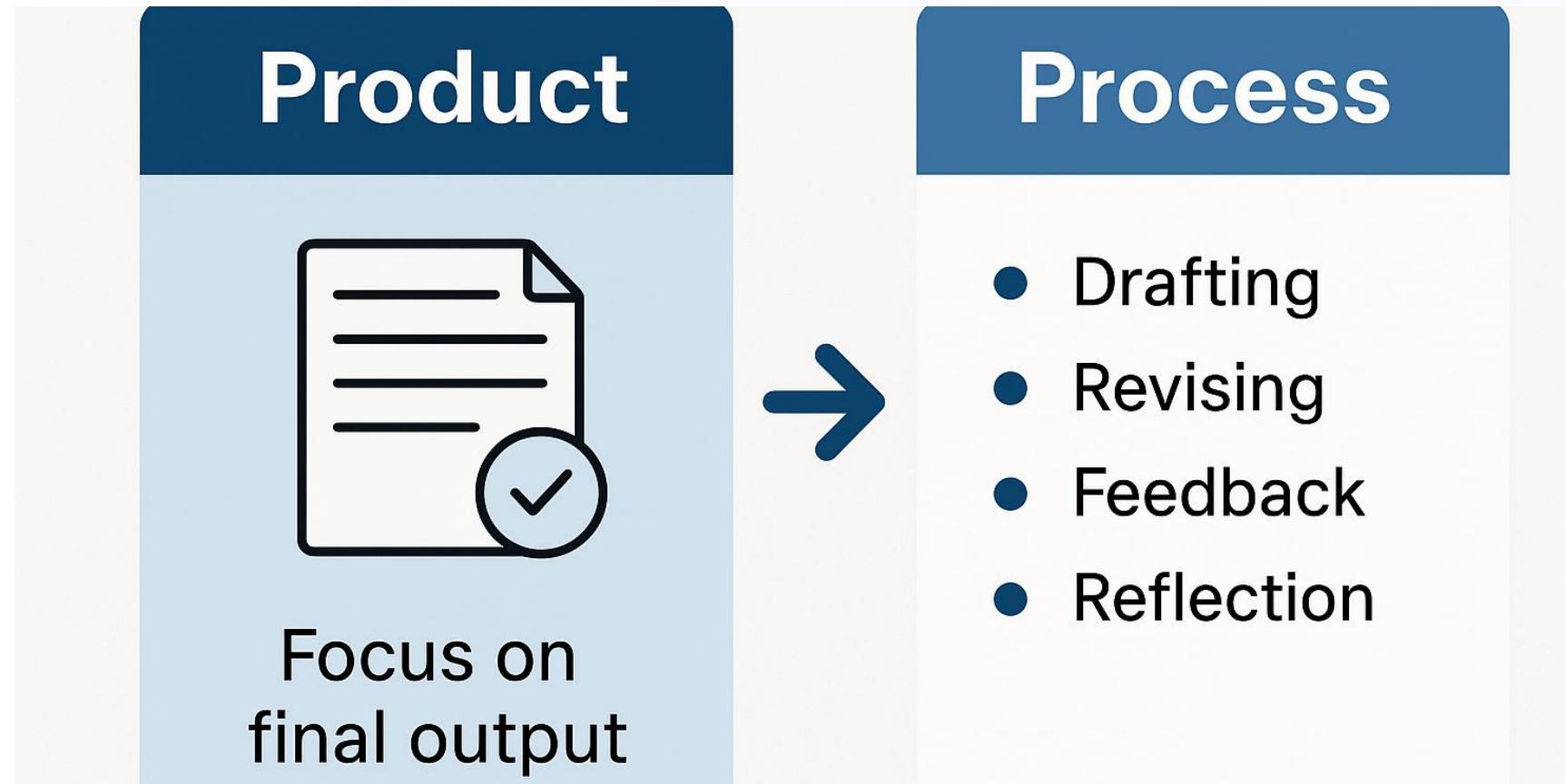
1. THEORETICAL BACKGROUND

1.3. Modern view on assessment

*From Product to Process

- Focus on learning process, not just final output
- Assess not only what students produce but how they engage with tools, sources, and feedback

(McTighe, Doubet, & Carbaugh, 2020)





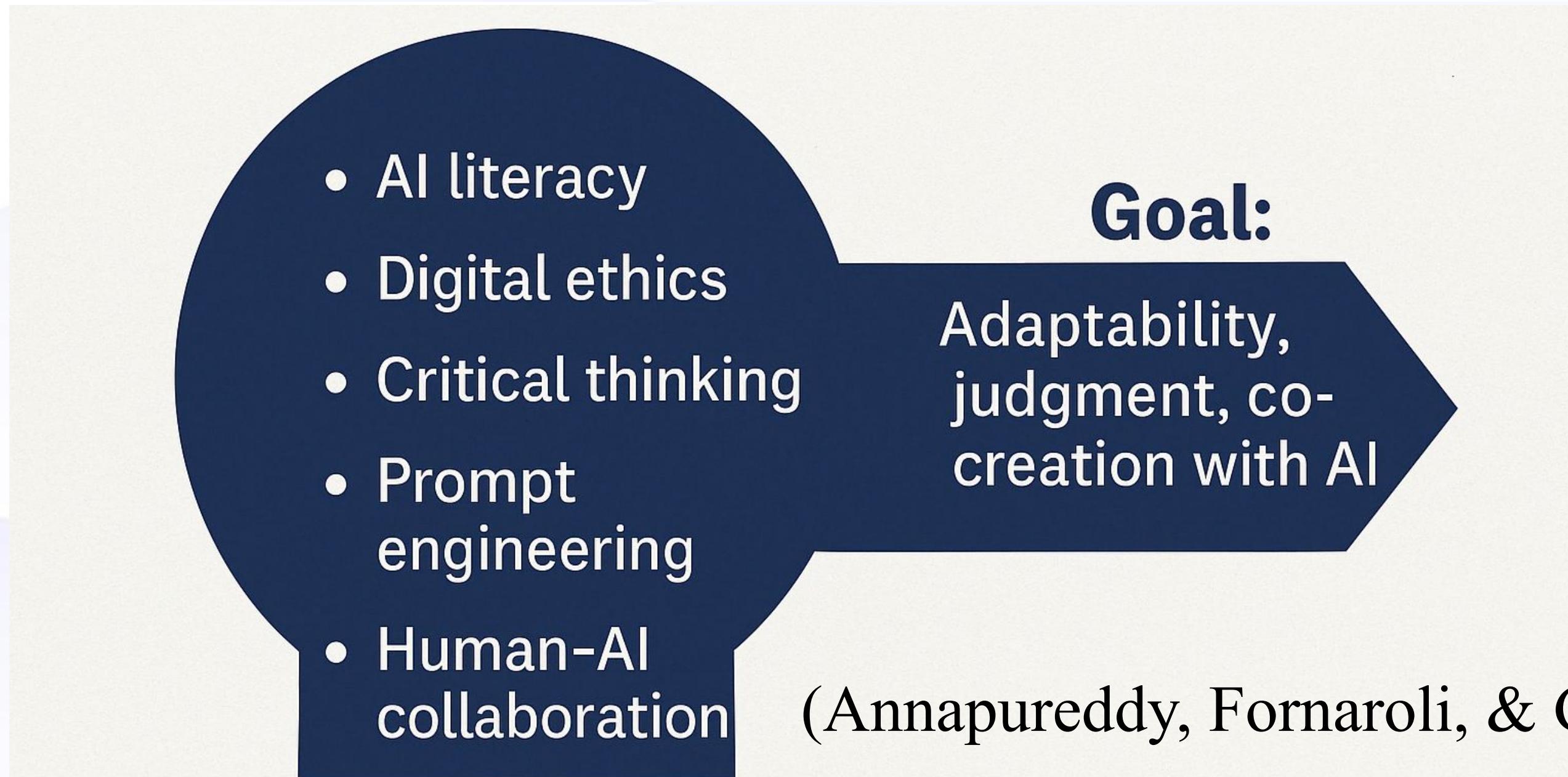
1. THEORETICAL BACKGROUND



1.3. Modern view on assessment

*Competency over Content

- Emphasize skills, not memorization (Redecker, 2017)





1. THEORETICAL BACKGROUND



1.3. Modern view on assessment

*Authentic Performance Tasks

- Real-world, meaningful application (Schultz, Young, Gunning, & Harvey, 2022)

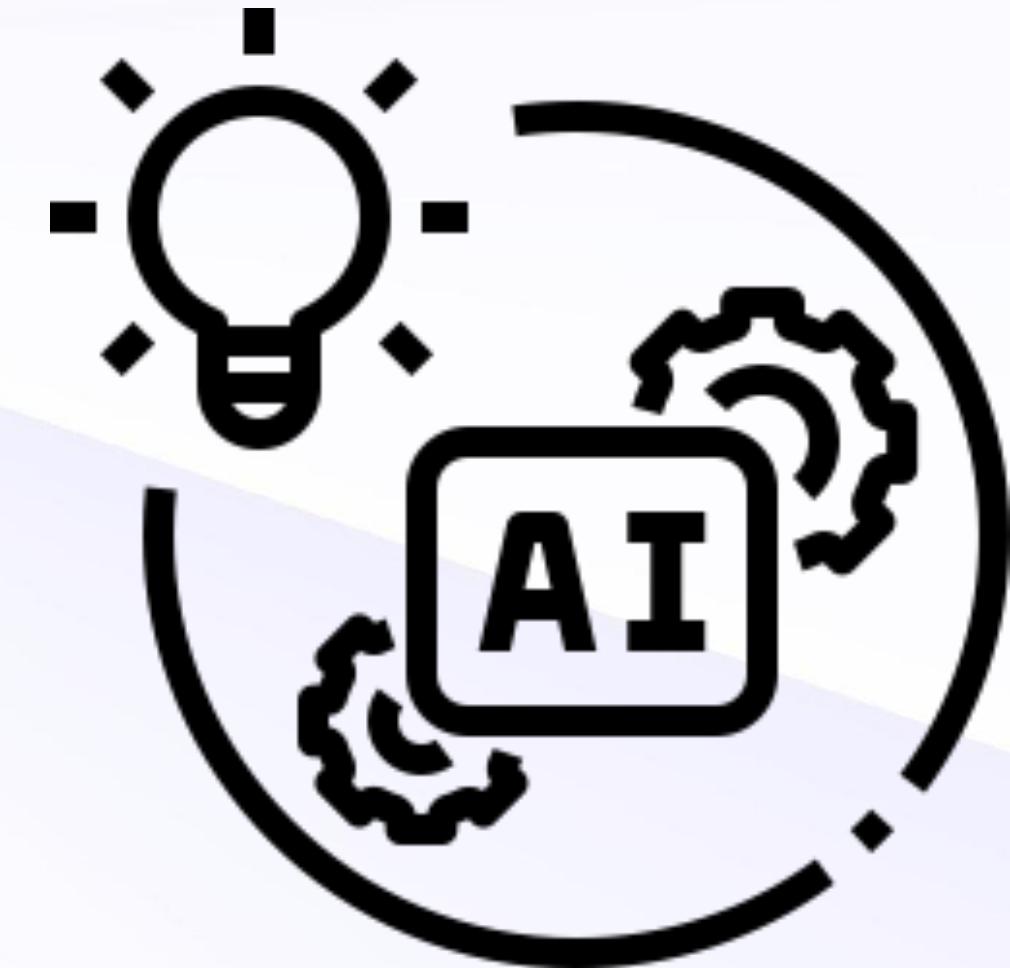


(McTighe, Doubet, & Carbaugh, 2020)

2. CURRENT ASSESSMENT ISSUES IN THE AGE OF AI

2.1. Application of AI in education

- Increasing student adoption of AI in learning (Chan & Hu, 2023)
- Transformative impact of AI-powered tools on learning (Ramazonov, 2024)
- Improving access yet challenging conventional teaching and assessment practices (George & Wooden, 2023)



2. CURRENT ASSESSMENT ISSUES IN THE AGE OF AI

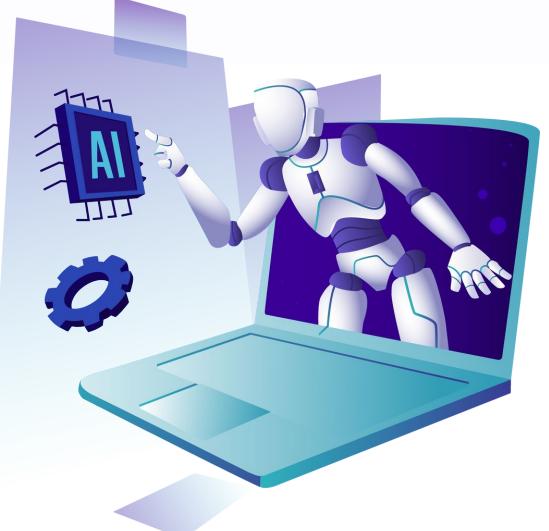
2.2.Challenges and Concerns of Integrating AI into Education

Challenges:



Academic Integrity

Easy task circumvention
(Cotton et al., 2023)



Over-reliance

Weakening skill development
(Zhai et al., 2024)



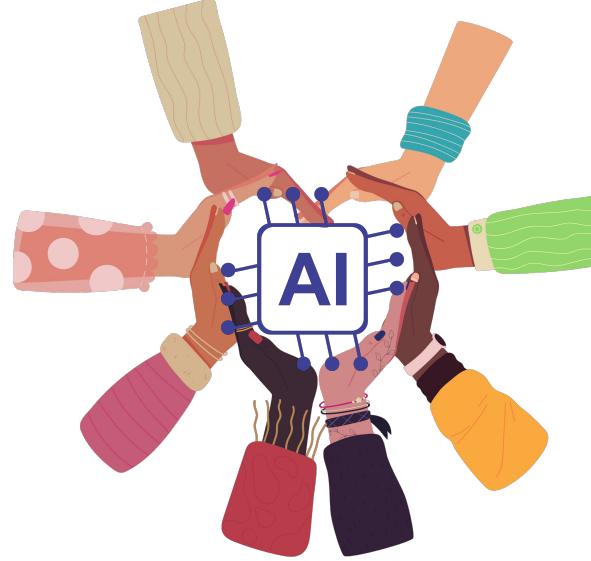
Assessment Validity

Authenticity of learners' work
(Villarroel, et al., 2018)

2. CURRENT ASSESSMENT ISSUES IN THE AGE OF AI

2.2. Challenges and Concerns of Integrating AI into Education

Concerns:



Equity & Access

Digital inequality in
AI tool availability

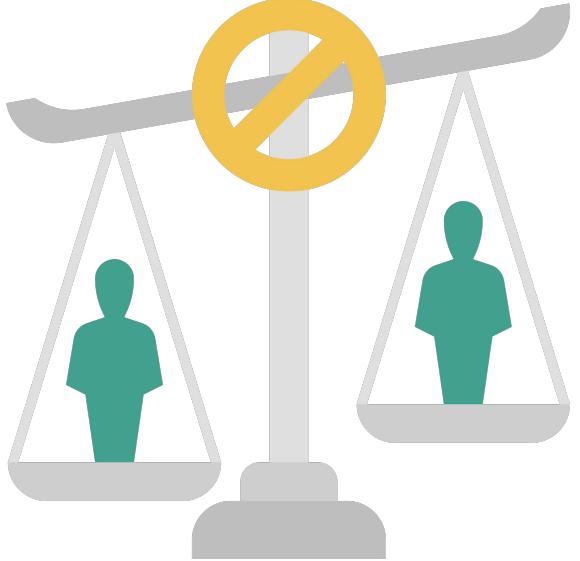
(Luckin et al., 2016)



Plagiarism

Blurred lines between
help and dishonesty

(Cotton et al., 2023)



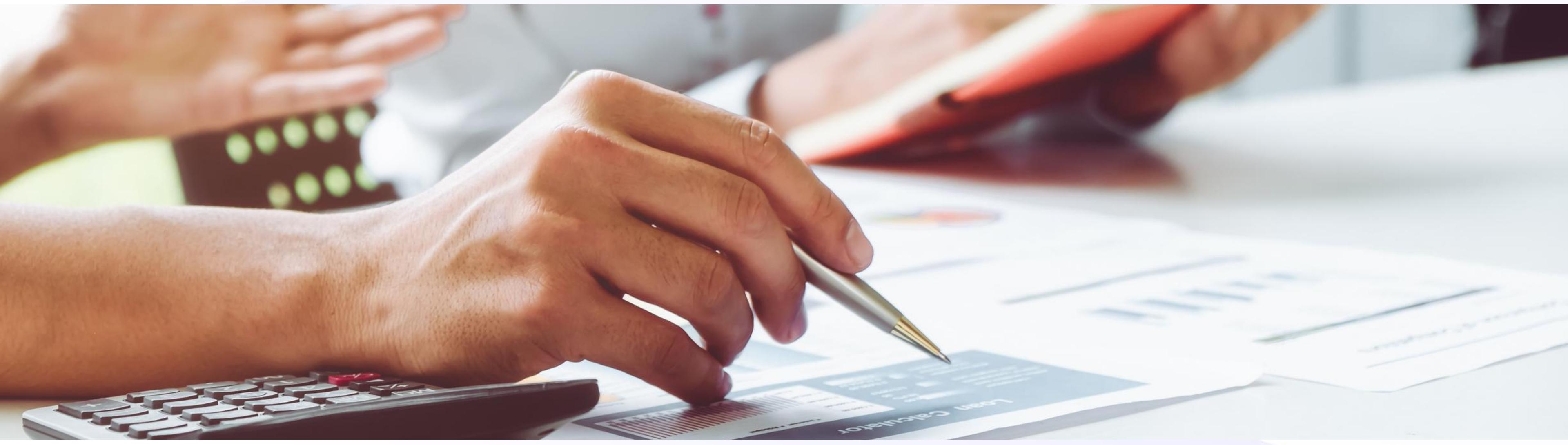
Bias & Unfairness

AI creating
social/linguistic bias

(Kasneci et al., 2023)



3. APPROACHES TO ADAPTING ASSESSMENTS



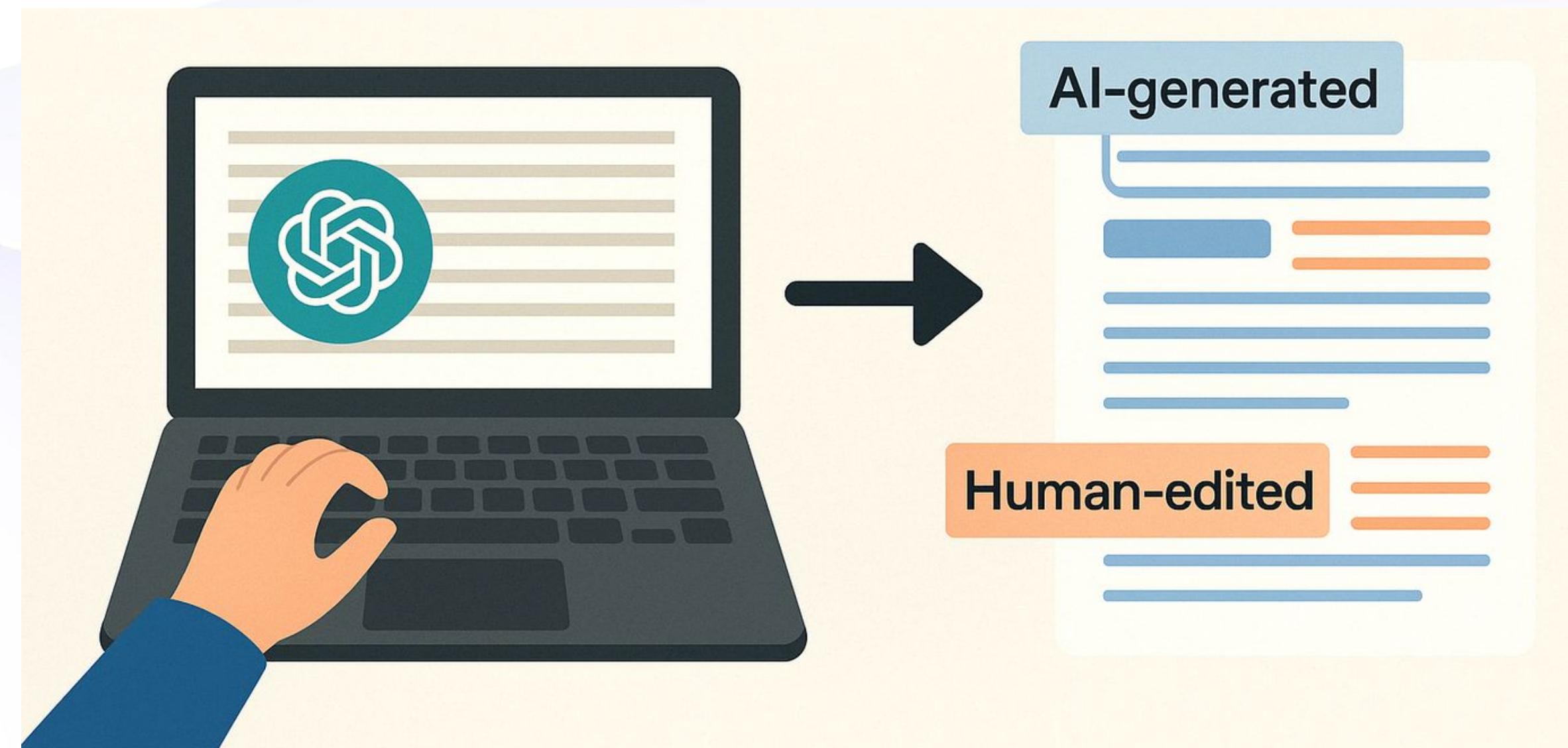
3. APPROACHES TO ADAPTING ASSESSMENTS

3.1. Authentic Performance Tasks

Drafting writing
composition by AI



Annotating AI-generated
or human-edited parts



3. APPROACHES TO ADAPTING ASSESSMENTS

3.2. Multimodal & Collaborative Assessment

Multimodal assessment evaluates through a variety of modes beyond traditional written exams or essays

(Ross et al., 2020).



Collaborative assessment involves students working together, often in structured group activities

(Boud, Cohen, & Sampson, 2014).



3. APPROACHES TO ADAPTING ASSESSMENTS

3.2. Multimodal & Collaborative Assessment



Video presentations



Group projects



Interactive simulations

→ annotate videos
or other media

→ active engagement
reduce AI dependency

The University of British Columbia (2025) discusses strategies for integrating generative AI into assessments.

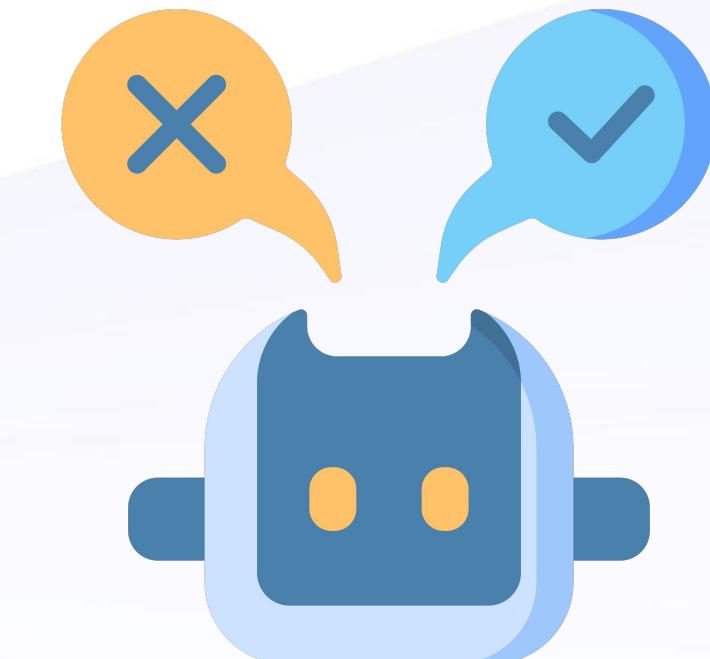
3. APPROACHES TO ADAPTING ASSESSMENTS

3.3. Metacognitive Components

Student's reflection —————> Active learning



How they used AI



Their decision-making process

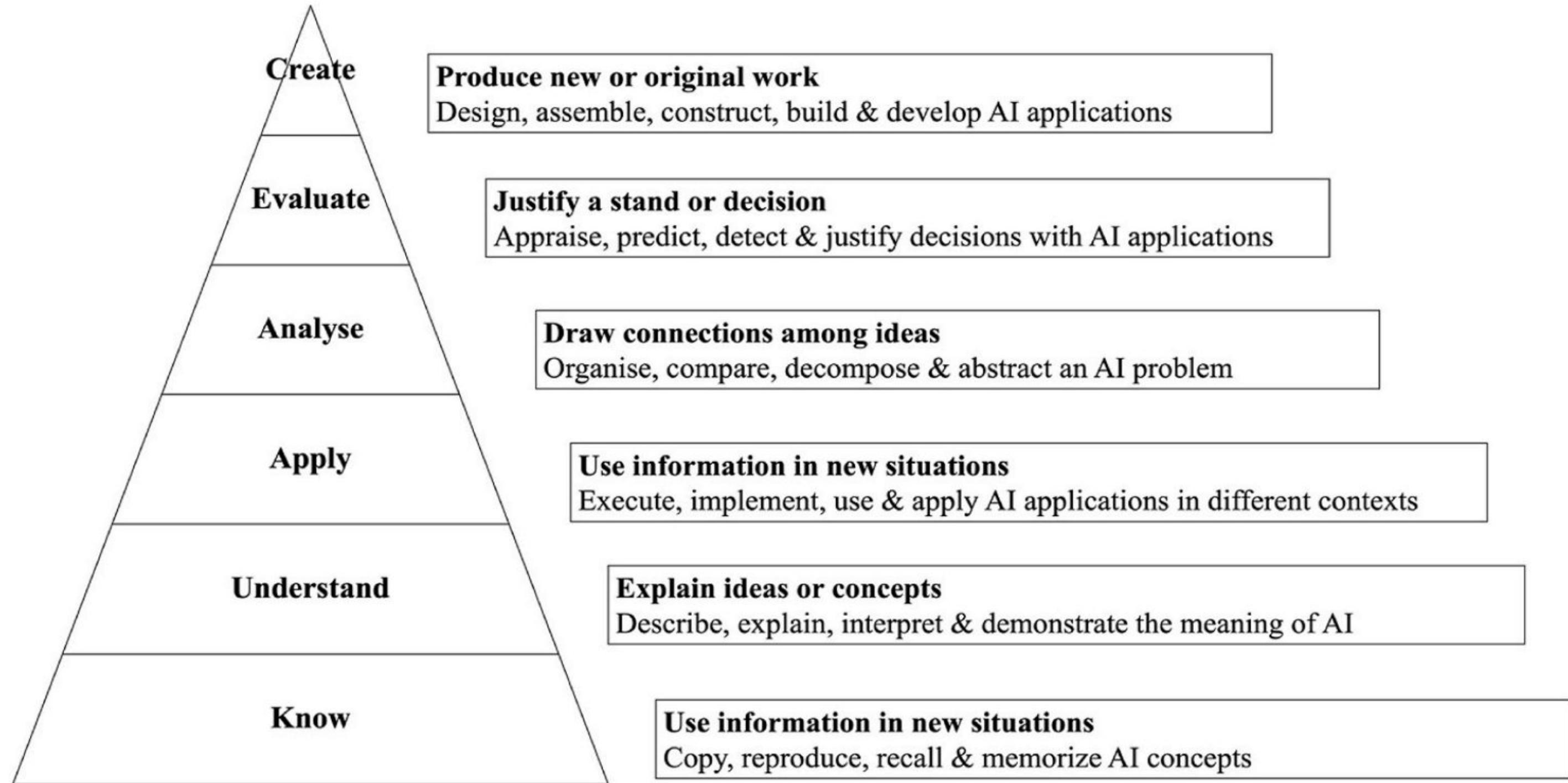


What they learned

(Yin, Xu, Pan et al., 2025)

3. APPROACHES TO ADAPTING ASSESSMENTS

3.4. Rubrics for Assessing AI Literacy



Bloom's taxonomy (1956)

Long and Magerko (2020)



4. RECOMMENDATIONS FOR EDUCATORS AND INSTITUTIONS



Adopting an open mindset by integrating AI rather than banning it

Transparent policies for AI integration in education

Developing AI Literacy for both students and teachers

Teacher professional development in assessment

CONCLUSION



A shift in how we approach learning and evaluation

→ better prepare students for the challenges and opportunities of the future



References



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Thank you for your attention!