

Rethinking Assessments

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About me

Lecturer in AI

Teaching Machine Learning

Supervising Dissertations in AI for
Healthcare

Research interests: Generative AI, AI for
Medical Imaging

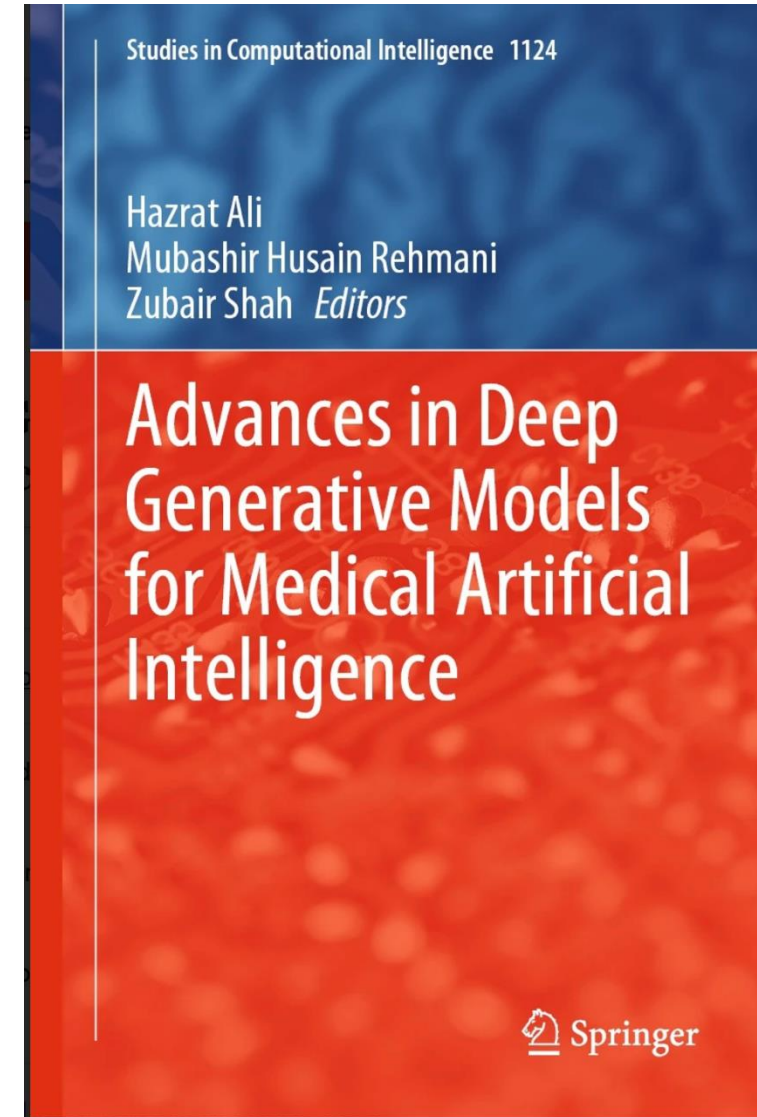
Area Chair, IEEE IJCNN 2025.

Lead Guest Editor, AI journal

Lead organizer, AI in Surgery @ MIUA 2025

Lead organizer, Multimodal GenAI in
healthcare

Book Editor @ Springer



Sample dissertation

Supervision

Students supervised



Jamie Clements
University of Stirling

Jamie Clements

Thesis title: **LLMs for Surgical Video Analysis**

Undergraduate dissertation at the University of Stirling. Started August 2024.

Talha Iqbal

MSc Thesis title: **Generative Adversarial Networks (GANs) for Medical Imaging**

Graduated July 2018. Now Postdoc at University of Galway, Ireland.



Overview

- **Higher Education Policy Institute (HEPI) and Kortext:** In 2025 **88%** of students surveyed used AI tools to develop their assessments, and increase of **35%** from the previous year.
- Merely banning AI is rarely practical.
- AI detection tools often add workload and foster mistrust, shifting focus from evaluating learning to policing students—especially when detections are unreliable.

What does not works?



Aesha Adams-Roberts · 3rd+

[Helping students succeed, institutions shift, and stories sti...](#)

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Punished for being "too-polished????"

My daughter is a high school junior. She's sharp, self-motivated, and a beautiful writer (she gets it from her Mama 😊).

Her latest research paper?

She poured over it for hours—writing, revising, rewriting throughout her Spring Break.

Then, out of caution, she ran it through an AI detection tool.

Why?

Because her teacher has a zero-tolerance AI policy.

One false flag = automatic ZERO.

The tool flagged her paper as 58% AI-generated.

What does not works?

- AI detection tools?
 - It did this with one of my school essays. It flagged the entire first paragraph, that I had written completely by myself as "may include parts that are written by AI", and my teacher then proceeded to get mad at me and say I was lying, even though I wasn't.....
 - Totally inaccurate. I put my thesis from last year up for testing and it showed 100% generated by ai. However last year there was no chat gpt.

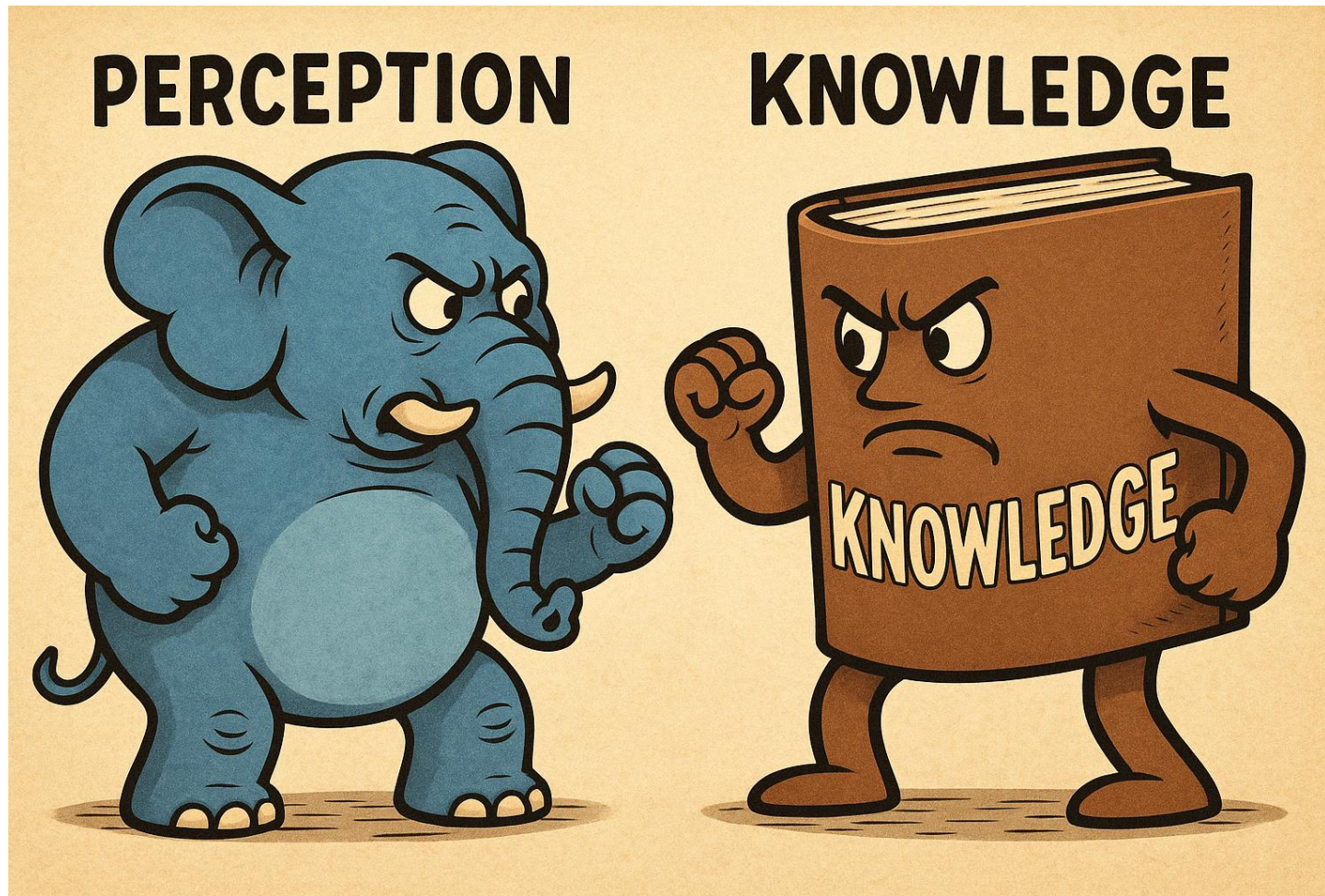
https://www.reddit.com/r/ChatGPT/comments/1155shx/gpt_zero_is_not_accurate_at_all/

What does not works?

- How to hire students?
- Ask them to summarize previous work. Does it work anymore?
- They might use LLMs to summarize papers.
- My own recent experience.

What does not works?

Intuition and Perception versus knowledge and reasoning



Way forward

- **What are the limitations of GPTZero's AI classifier?**
- Statement from GPTZero:
 - The nature of AI-generated content is changing constantly. **As such, these results should not be used to punish students.** While we build more robust models for GPTZero, we recommend that educators take these results as one of many pieces in a holistic assessment of student work.

AI COMPETENCY FRAMEWORK FOR STUDENTS

PREPARING STUDENTS TO BE RESPONSIBLE AND CREATIVE CITIZENS IN THE ERA OF AI



I recognize AI is created by people and affects human lives.



I take responsibility for how I use AI and who it impacts.



I shape the future of AI with empathy, curiosity & social purpose.



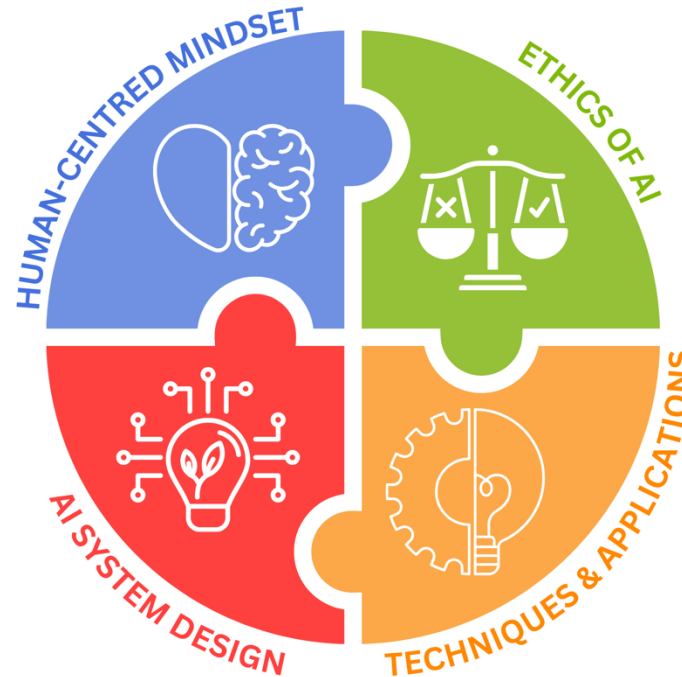
I can define a problem for AI and know what it takes to build a useful system.



I can plan, design, and build simple AI systems that reflect ethical and technical thinking.



I improve and evaluate AI systems based on testing, feedback, and impact on people and society.



UNDERSTAND



APPLY



CREATE



I know AI can raise issues of fairness, bias, and rights.



I make sure I use AI safely, ethically, and fairly.



I design or evaluate AI to be ethical from the start, including all voices.



I understand how AI uses data and algorithms



I can build or use AI tools thoughtfully and critically.



I create or improve AI tools with real-world impact and ethical awareness.



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Source: <https://www.unesco.org/en/digital-education/ai-future-learning/guidance>

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AI competency framework
for students



AI COMPETENCY FRAMEWORK FOR TEACHERS

GUIDING TEACHERS ON AI USE AND MISUSE IN EDUCATION

W



I understand that AI is human-led and impacts human rights & agency.



I ensure AI supports & never replaces human judgment in education.



I advocate for inclusive, ethical & just uses of AI in education.



I use AI to reflect on & personalize my own professional learning.



I use AI to support peer learning & share insights with others.



I design AI tools & strategies to shape meaningful teacher growth.



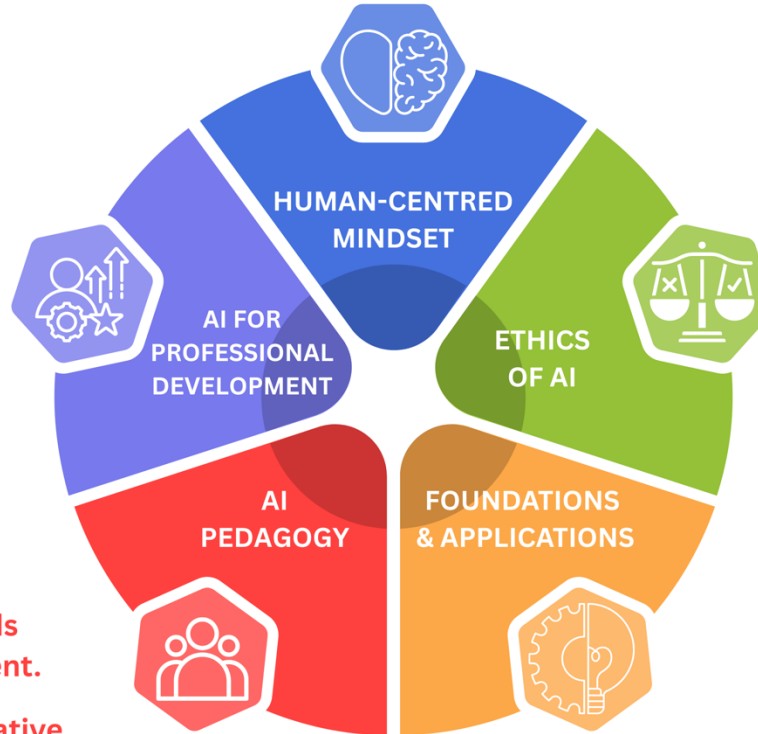
I can spot where AI supports my teaching & assess basic risks.



I integrate AI into learning that builds student voice, empathy & engagement.



I lead AI-infused learning that is creative, student-driven & future-ready.



I recognize core AI ethics like fairness, inclusion & sustainability.



I follow ethical & legal guidelines when using AI tools & data.



I co-create AI ethics through advocacy, feedback & collaboration.



I know how AI works & can identify appropriate tools for teaching.



I use AI tools with skill, awareness of bias & relevance to my context.



I design or adapt AI tools to meet learning needs & local challenges.



ACQUIRE



DEEPEN



CREATE



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