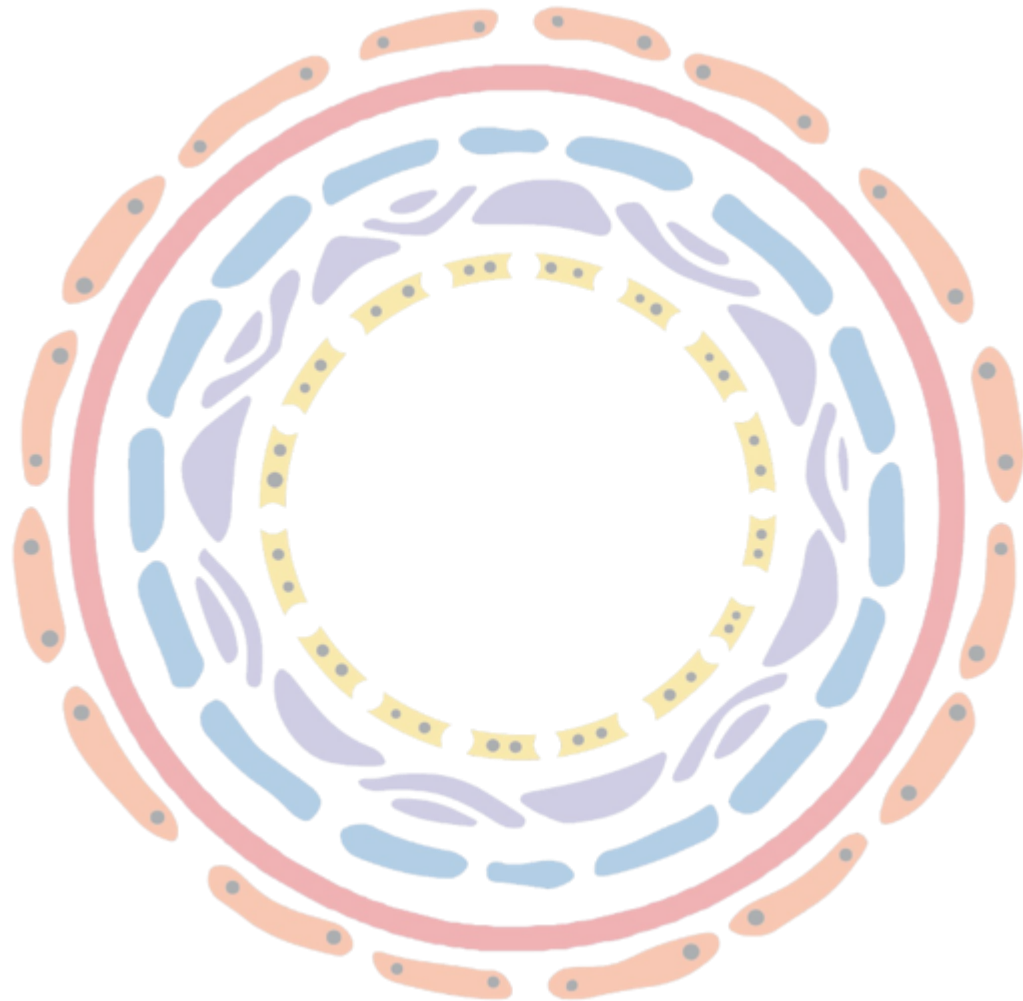




**National Association of Enabling Educators
Australia**

Webinar series 2023





This webinar is being hosted on Whadjuk Noongar Country.

We recognise the traditional owners of the countries where you are all working from today.

We pay respect to all elders, past and present, and celebrate the diversity of Aboriginal People and Torres Strait Islander People and their cultures and connections to the land.

NAEEA

NATIONAL ASSOCIATION OF
ENABLING EDUCATORS
OF AUSTRALIA

Represents enabling and pathways educators in Australia

www.enablingeducators.org

Benefits of Membership:

- Participation in Special Interest Groups
- Regular updates on sector
- Professional development opportunities
- Small grants and collaborative research projects
- Bi-annual conference

NAEEA

NATIONAL ASSOCIATION OF
ENABLING EDUCATORS
OF AUSTRALIA

Towards a Critical Enabling Pedagogy – how collective action research has impacted teaching in Higher Education

Friday, 1 December 2023

10.00 – 11.00am (ACDT)

[Register here](#)



Protocols



Please keep your mic off
if you are not speaking




Use the chat to post
questions and comments



There will be time for
Q & A



The session will be recorded
and shared via the NAEEA
website and socials



Supporting students to meet learning outcomes:

Generative AI and assessment in enabling education



GenAI and enabling assessment

How do I make assessment tasks genAI proof?

When is it okay for students use genAI in assessment?

How do we deal with ChatGPT?

How can academic integrity be ensured?

How can students use genAI to improve their learning?

What does an authentic assessment task look like in the age of genAI?



Presenters

John Pike, Uni SA College

Tamra Ulpen, Uni SA College

Nick Pratt, University of Notre Dame

Amita Krautloher, Charles Sturt University

Michael Brickhill, Southern Cross University

- Post questions in the chat
- We will have time for questions after all panellists have presented



NAEEA

**Supporting students to meet learning outcomes:
generative AI and assessment in enabling education**

15th September 2023

Transparency and openness - central concept

- Problems:
 - Students were confused about where/when/how/which AI tools can be used
 - Much genAI discussion has an academic integrity framing, implying illegitimacy – but we want students to discuss it openly
 - There's no one-size-fits-all approach; different learning objectives
- Have taken a transparent and open approach
 - John's information literacy course (Future Ideas)
 - Tamra's English Language Studies course
- Learning objectives and assessment validity front of mind
 - If genAI can be used, can students still demonstrate they've achieved the learning objectives?

Future Ideas

- Information literacy course/unit
 - Needed to 'embrace' genAI as a new form of interacting with information
- 'Critical AI literacy' approach
 - Early emphasis on the limitations of genAI tools
- Formative activities to show acceptable uses
- Guidance on genAI use in assessments

What are the limitations of generative AI?

- GenAI output is based on **statistical probabilities**
- GenAI tools **do not understand meaning**
- GenAI tools **do not ‘know’ anything**
- GenAI tools therefore **cannot do analysis**
- GenAI tools can **make things up**
 - ‘Hallucination’ is a bad term
- GenAI tools are **biased**

On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? 🦜

Emily M. Bender*
ebender@uw.edu
University of Washington
Seattle, WA, USA

Angelina McMillan-Major
aymm@uw.edu
University of Washington
Seattle, WA, USA

Timnit Gebru*
timnit@blackinai.org
Black in AI
Palo Alto, CA, USA

Shmargaret Shmitchell
shmargaret.shmitchell@gmail.com
The Aether

Environmental costs, bias, parroting old knowledge

ChatGPT: The world's largest bullshit machine

Two months ago, OpenAI launched ChatGPT, an AI language processing model capable of generating human-like text. This week, Google has released its own artificial intelligence chatbot, Google Bard, in response. Dan McQuillan, author of [Resisting AI](#) says that we must resist these 'bullshit generators' and question our breathless responses to them.

<https://www.transformingsociety.co.uk/2023/02/10/chatgpt-the-worlds-largest-bullshit-machine/>
‘Bullshit’ in that it doesn’t care about truthfulness – because it doesn’t understand truthfulness

Activity – AI tools, search tools, and knowledge production

In this activity you will form groups and use an **AI tool or a search engine** to investigate a topic and consider the credibility of the information.

- About **half your group** should use an **AI tool** (e.g. ChatGPT), while the other half will use a traditional **search engine** (e.g. Google).
- Once you have found some information, **compare** and **discuss** the results with your group members:
 1. What information did you find out?
 2. What was the source/s of the information?
 3. Do you think the information is reliable? Why/why not?
 4. What are the benefits and limitations of each tool your group used?

The topic to investigate is:

- **The level of Antarctic winter sea ice 2023 and how it compares to previous years**

Write up your group's response to these questions in the **shared PowerPoint** – see the discussion board for the link.

Research question refinement

 Activity - Choose your research topic and refine with genAI

give me some suggestions for making this research question more narrow and focused: "What are some issues with renewable energy?" it should be appropriate for a university assignment

You can also narrow down these questions by specifying the type, scope, and context of the renewable energy, as I explained before. For example, you could ask:

- How does wind energy affect the wildlife and landscape in South Australia?
- What are the challenges and opportunities of rooftop solar in the Snowy Mountains Hydro Scheme?
- How can biomass energy improve the rural development and employment of Australia?
- What are the ethical and political implications of exporting and importing renewable energy in Australia?
- How does geothermal energy compare with coal in terms of greenhouse gas emissions and reliability in Australia?

Research question refinement

Activity - Choose your research topic and refine with genAI

What:

In this activity, you will choose a research topic and use a generative AI tool to help you refine it into a narrow research question. Here is a video of a live demonstration of this activity (recorded Monday 7th of August) if you want to see it in action and get some more ideas for prompting the generative AI tool: <https://unisa.au.panopto.com/Panopto/Pages/Viewer.aspx?id=e909084e-e20b-446c-bc0a-b057001f8128>

How:

1. **Choose a research topic from the list here.** The list is sorted into broad research areas and then a more specific focus, so ensure you have selected one of the specific focuses. If there's something else you want to choose that is not on the list, you can do so -- just make sure you consider any tutor feedback once you have posted your research question. Choose a topic that will hold your interest over the duration of the course. Choosing a topic related to your desired area of undergraduate study and career goals would be a good idea.
2. Have a go at phrasing your selected topic as a research question. In most cases you should aim for an 'open' question (e.g. 'How can learning analytics be used to improve student education?' which has an open answer) and not a 'closed' question (e.g. 'Do learning analytics improve student education?', which invites a closed yes/no answer).
3. Now take your topic or question and use a generative AI tool (such as [ChatGPT](#), [Bing Chat](#), or [Google Bard](#)) to get suggestions on how to refine it or narrow it down. Try prompts like *'Give me suggestions for making this research question more narrow and focused: [your research question]'* or *'I am writing a university assignment about [your topic]. What are some good narrow research questions I could choose?'*
4. If you need to refine it or narrow it down further, use some follow-up prompts like *'How can I make this research question even more narrow and focused: [your question]'*. AI tools are most effective when you interact with them! **Remember these tools don't actually understand meaning, so use your own critical thinking abilities to make a good choice about your research topic.**
5. Ensure your research question is *narrow and focused*, then post it in the [Week 3 discussion board thread](#) for feedback.
6. Make sure you return to the discussion board later to view your feedback and ensure your research question is suitable. You can continue to refine your research question if needed in Week 4 as we work towards Assessment 1!

AI option - Use genAI to think up keywords

Now that we have generative AI tools available to us, we can use these to brainstorm keywords that we might not think of otherwise.

Try using a genAI tool like [ChatGPT](#), [Bing Chat](#), or [Google Bard](#) to think up keywords and synonyms.

Try prompts like:

I'm writing a university assignment about [your topic]. Create a table with a list of keywords I could use to find academic sources on this topic, along with possible synonyms for each keyword.

Or if you already know some good keywords, try identifying some synonyms with:

Create a table with lists of alternative search terms for [keyword1], [keyword2], and [keyword3].

Experiment and see what you come up with. It won't always be useful, but it's a good brainstorming activity!

AI option - Refine your search syntax with genAI

You can also try using generative AI to refine your search syntax.

If you have a search query ready, try a prompt like:

Suggest some improvements to this search syntax for use in a library search engine: [your search query]

If you're just starting, you could try a prompt like:

Create a table with a list of possible search queries on this topic: "[your topic]" Include specific search syntax such as quotation marks, Boolean operators, and nesting. The search syntax should be appropriate for use in a library search engine.

Warning!

Refining your prompts with genAI is very 'hit and miss' and may heavily depend on the strength of your prompts. Treat this as another **brainstorming** activity, and always ensure your search syntax is correct according to all the resources offered this week (including the virtual lecture, the weekly reading, and the library resources).

Assessment topic brainstorming

AI option - Brainstorming the problem with genAI

Generative AI tools can be useful for brainstorming topics because they respond to your thoughts and can prompt you back.

Try using a tool like [ChatGPT](#), [Bing Chat](#), or [Google Bard](#) as a brainstorming tool.

Try a prompt like:

'I want to do some brainstorming on the topic of "[your topic]". I will ask a question, and after you respond, you will ask me for my thoughts, and we will continue asking each other questions in this way. [Add an initial question here; e.g. What do you think about...?, What are some key benefits of...? What are some major challenges with...]'

Instructing the tool to respond back to you with a question is important so you can continue the back-and-forth brainstorming process, which will be much more effective for your learning than simply asking for answers. Aim to have an interactive conversation with the tool and it might help you uncover some points about your topic you hadn't considered.

[Here's an example of using ChatGPT](#) to brainstorm the topic of learning analytics in education.

You can take this even further. Once you have done some brainstorming of some key points on your topic, try asking the tool to summarise the key points you have discussed. Then ask it for some key search terms you could use to find academic sources on the topic. You can then take some of those search terms (along with any others you think up yourself) and try using them in the library catalogue, Google Scholar, or an academic database to find sources for Assessment 2. Experiment and see what you come up with.

Assessment page guidance

Generative AI tools

Use of generative artificial intelligence (genAI) tools, such as ChatGPT, Bing Chat, and GrammarlyGO is permitted in this assessment, as long as they are used responsibly and critically. This course is all about 'information literacy', so learning how to use these tools critically can be beneficial. However, if you use AI tools, you must ensure you use them to *assist* you, not to shortcut your learning. You still need to use your own skills to design your search strategy, find academic sources, and evaluate them -- genAI is simply a tool you can use to help you along the way.

Examples of acceptable use in this assessment:

- Helping you refine your research topic.
- Refining your search syntax for use in the library catalogue or Google Scholar.
- Helping you to find academic sources (as outlined in the template).
- Asking for advice about how to carry out the CRAAP test, such as 'What can I look for to assess the "accuracy" part of the CRAAP test?'
- Correcting spelling or grammar errors.

As you can see, acceptable use involves using genAI as *part* of your assessment work and to make your work better, not as a way to take a shortcut.

It is important to understand that information generated by GenAI tools may be unreliable, inaccurate, and incorrect. It is your responsibility to ensure the accuracy of your work and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.

Acknowledgement in template

Generative AI use

Use of generative artificial intelligence tools (e.g. ChatGPT, Bing Chat, Grammarly) is permitted in this assessment as long as you use it responsibly and explain how you used it, using the table below:

Have you used any AI tools to help you complete this assessment?	Yes / No
If 'Yes', how did you use the tool? Include specific details: not just what you used, but how you used it.	<i>E.g. I used ChatGPT to help narrow down my research question; I used ChatGPT to help refine the search syntax I used in the library catalogue; I used Bing Chat to help me find academic sources, as explained in the search table above; I used Grammarly to check my spelling and grammar; I used ChatGPT to help me understand the CRAAP test by asking it what kind of details I could include for the 'Accuracy' part.</i>

Appendix – optional

If you used generative AI tools to help you with this assessment, you can add more detail about how you used them here. For example, you might include the chatlog of your interactions with an AI tool to show how you used it.

So far...

- Open/transparent approach seems to be working
- Less concerned about genAI use than I was a few weeks ago

English Language Studies

The challenges of integrating genAI...

- Overall course objectives- To explore how students can use language effectively to communicate ideas and knowledge in academic, social and professional contexts.
- Involves developing:
grammatical knowledge, vocabulary, syntax, writing structure, summarising, paraphrasing, oral presentation skills, building arguments etc.
 - GenAI has capabilities to meet most of these course objectives. Can create fairly sophisticated text outputs.
 - But! Not always accurate..

FIGURE 1.1

The language system in a dynamic relationship with the context

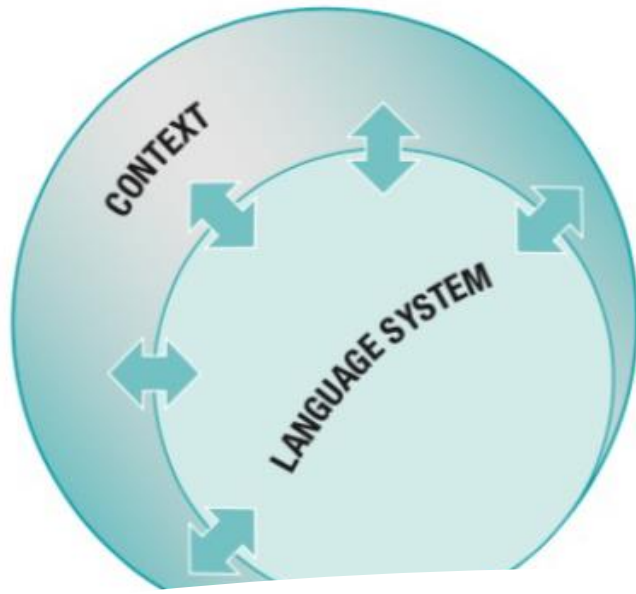
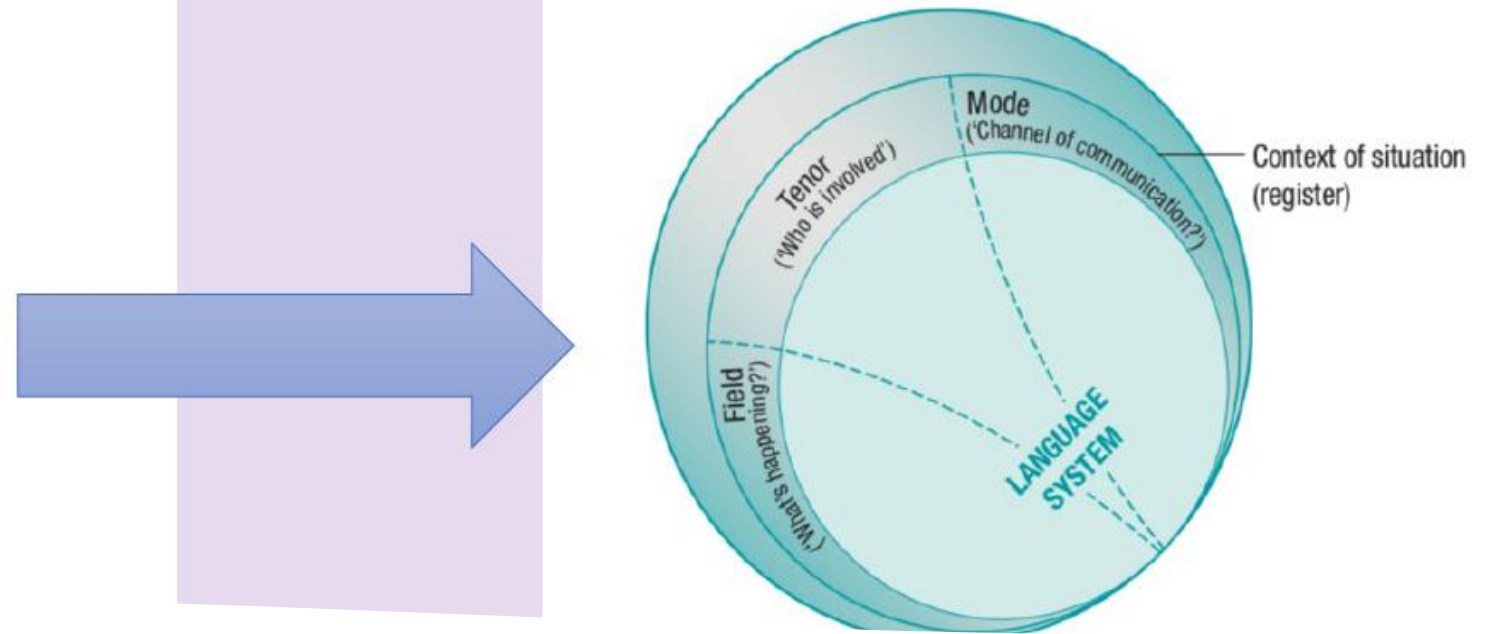


FIGURE 1.2

The register (field, tenor, and mode) of a particular situation



A functional model of language

- Systemic Functional Linguistics (Halliday, 1985; Martin & Christie, 2005)
- Language is a meaning making system
- The relationship with language, text types and context
- Why is this relevant to genAI?
- Understanding of text types and pragmatic language use → know how to critique and then re-engineer prompts

Proposed changes to curriculum/assessment

- Encourage and emphasise the importance of student writing outputs first- IN CLASS.
- Writing and live-editing of students' writing IN-CLASS. Using models from genAI (including Automated Paraphrasing Tools) to analyse and critique for writing structure, word choice, language, content.
- Prompt engineering
- Students provide rationale for why their prompts are re-worded based upon their critique

In-class writing (paraphrasing) and live editing

Model, compare and critique.

Original Text: 'Culture is the shared view of the people belonging to that culture. Culture creates patterns of behaviour, patterns of recognition of what is going on and dictates rules about how to behave. Culture is learned behaviour that influences our attitudes and responses to other cultures (Dwyer 2009, p. 34).'

1st Draft Student Writing:

According to Dwyer, (2009, p.34) reports that, culture is people from same bunch share their brainwaves. Culture makes inhabitants do same stuffs and know things in the same way. Culture bosses us around and tells us what to do. Culture is a learning habit, it messes with how our thinking and action go when we meeting people from other bunch (Dywer, 2009, p.34).

Model/Compare/Critique with genAI output:

TA

Summarise, paraphrase and reference the following quote using academic language.



Certainly, here's a summarized and paraphrased version of the quote with academic language and proper referencing:

Dwyer (2009) posits that culture is a collective perspective held by individuals within a specific cultural group. This perspective is instrumental in shaping behavioral norms, facilitating the recognition of societal dynamics, and establishing ethical guidelines for conduct. Furthermore, culture is depicted as acquired behavior that exerts a profound influence on individuals' attitudes and responses when engaging with diverse cultural contexts (Dwyer, 2009, p. 34).

Teaching critical text analysis for prompt engineering and then re-engineering...

AI for Translanguaging

- Translanguaging pedagogy provides opportunities for bi-/multilingual speakers draw upon their linguistic repertoire to achieve their communicative purposes in different contexts (Garcia & Wei 2014).
- Translanguaging and transknowledging can be enabled by AI translation tools (Google Translate) and APT
- Reading is challenging for English language learners
- Using AI translation tools to comprehend and analyse content in multiple languages might provide opportunity to develop L2 acquisition (Heugh et al., 2022).
- Action research study on translanguaging (Pham & Ulpen, in press)

Other uses of genAI in the language classroom

- Socratic dialogue- Use genAI as a debating opponent to brainstorm and consider all sides of the argument- great for developing verbal articulation of argument
- Further language learning and pronunciation practice (Duolingo, Andy, Mondly)
- Vocabulary development- generating images based upon vocab prompt input

Suggestions for academics – short term

- Make sure assessment *instructions* and assessment *relevance* are made very clear, and opportunities are available to seek further clarity
 - i.e. address reasons why students might be inclined to resort to AI (vast majority of students are not ‘cheats’)
- Include details about AI use (acceptable or not and why) on **each assessment instruction page**
- Make assessment topics as specific and personalised as possible so simple AI prompts aren’t enough

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Using “Two Lane” Assessment Design to Support Students to Achieve Learning Outcomes

Nick Pratt



Shifts or Choices in Learning Outcomes for Written Assessments?

Benchmarked Common Learning Outcomes from Report
([NAEEA, 2023, p. 38](#))

“On completion of an enabling program, a student will demonstrate:”

- **cognitive skills to understand, analyse, synthesise and critically evaluate information”**

= Writing to learn and demonstrate content mastery ([Shibani, 2023](#))

- **“academic literacy skills fostering the written communication of ideas, theories and analysis”**

= learning to write (accuracy, grammar, punctuation, word choice, academic style) ([Shibani, 2023](#))



Shifts or Choices in Learning Outcomes for Written Assessments? Which one is easier for AI to bypass?

“On completion of an enabling program, a student will demonstrate:

- “cognitive skills to understand, analyse, synthesise, and critically evaluate information” (No?)

= Writing to learn and demonstrate content mastery

- “academic literacy skills fostering the written communication of ideas, theories and analysis” (Yes?)

= learning to write (accuracy, grammar, punctuation, word choice, academic style)

Process writing assessments, e.g. Research Essays, demonstrate evidence of cognitive skills

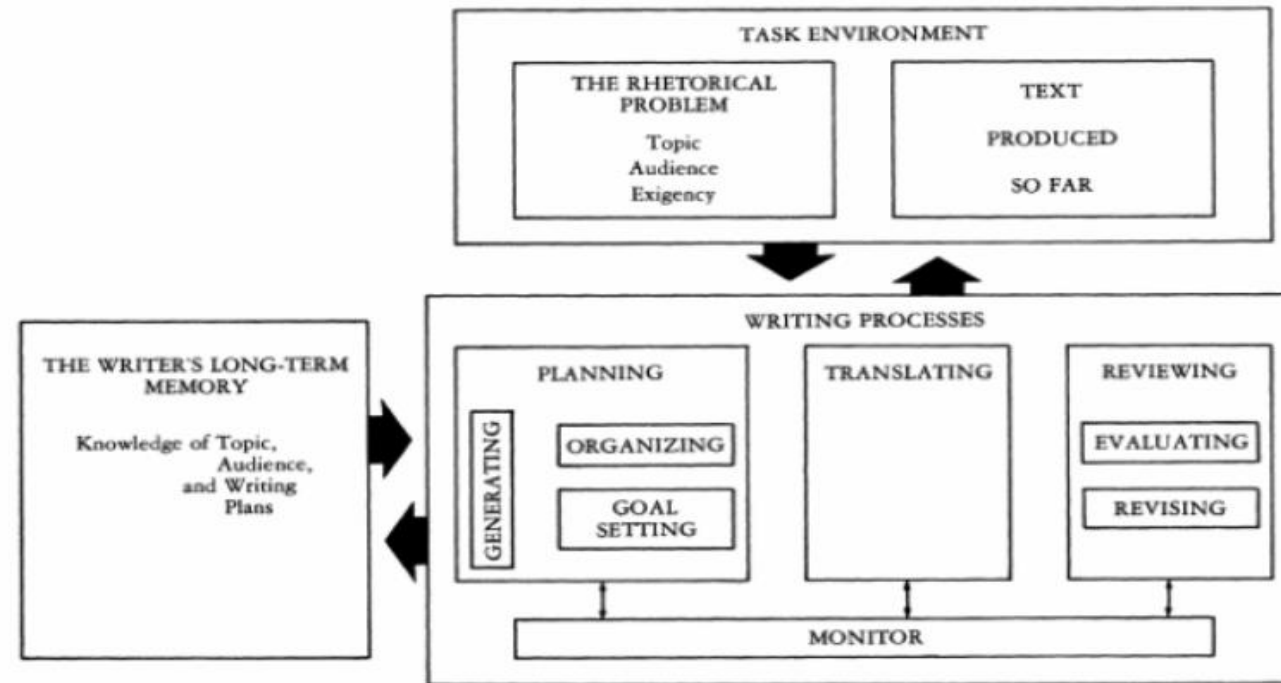


Figure 1. Structure of the writing model. (For an explanation of how to read a process model, please see Footnote 11, pages 386-387.)

[\(Flower & Hayes, 1981\)](#)



Intelligence Augmentation

- Development of cognitive skills may be lost if students outsource process writing tasks to machines, and these skills are ‘critical life skills’ essential to ‘critical thinking and decisions’ [\(Shibani, 2023\)](#)
- And in the broader liberal tradition of education the role of the university is to develop human capacity for thinking not just make students ‘the human in the loop’ [\(King, 2023\)](#)

Construct Validity



On completion of an enabling program, a student will demonstrate:”

“cognitive skills to understand, analyse, synthesise and critically evaluate information” ([NAEEA, 2023, p. 38](#))

Construct Validity - How can we be sure the assessment design demonstrates what we say it does when cognitive skills can be outsourced to machines?

Construct Validity



[Messick \(1995\)](#) notes one method to establish if an assessment performance is an accurate measurement of a content domain (learning outcome) is whether the performance is generalizable beyond the assessment performance itself. He states that “evidence of such generalizability depends on the degree of correlation of the **assessed tasks** with **other tasks** representing the construct or aspects of the construct” (p. 746)



A 'Two Lane' Approach (Liu & Bridgeman, 2023)

Lane 1 = Assured "Assessment of Learning"	Lane 2 = Human-AI Collaboration in "assessment as learning"
<ul style="list-style-type: none">• In-class contemporaneous assessment• Viva voces or other interactive oral assessments• Live simulation-based assessments• Supervised on-campus exams and tests• Use of google docs so student activity is monitored, e.g. , AI cut and paste	<ul style="list-style-type: none">• In-Class or Out of class process writing using AI for intelligence augmentation, e.g., researching, drafting, editing

Establish construct validity by collecting test scores evaluating the convergent or divergent validity of two parts of a single assessment OR two assessments designed to demonstrate the same learning outcome.

Cynical view of students?



- “We do not foresee a viable middle ground between the two lanes. It needs to be assumed that any assessment outside lane 1 (i.e. that is un-secured) may (and likely will) involve the use of AI.” ([Liu & Bridgeman, 2023](#))
- “Large-scale research into student rates of contract cheating, for example, indicated that the perception there were frequent opportunities to cheat in assessments increased the likelihood of exhibiting cheating behaviours.” ([Bretag et al., 2018](#) as cited in [Sullivan et al. 2023](#)).



What about the students?

- Collective teacher efficacy ([Hattie, 2015](#)) is highly effective for student learning – do all tutors at your centre agree about the decided approach to assessment and AI?
- AI as equity leveler and enabler ([Sullivan et al., 2023](#))
- Explicit instruction around expectations for human AI collaboration ([Transition Pedagogy Design](#))
- Assessment **for** learning rather than assessment **of** learning to reduce motivations to cheat ([Cochrane & Ryan, 2023](#))
- Consider challenges enabling students may face when engaging with AI – develop “automated feedback literacy”
- Foster critical Engagement with AI, what can't AI do? ... at least for now! ([Shibani, 2023](#))

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Interactive Oral Assessments




Amita Krautloher

Educational Designer

Division of Learning & Teaching

Charles Sturt University, Australia

akrautloher@csu.edu.au

 @Learning_4All

 [amitakrautloher](https://www.linkedin.com/in/amitakrautloher)



**Charles Sturt
University**

Interactive Oral Assessment (IOA)



Griffith
University
Sway
Resource

Interactive Oral Assessment

Genuine and unscripted verbal interaction between assessor(s) and student(s)

Framed around an authentic workplace scenario

Opportunities to synthesise and extend learning beyond the limitations of the written assessment

Ensures a high level of academic integrity

Academics are assured of students' knowledge and skills

Enhanced student engagement and outcomes

Logan, D., Sotiriadou, P., Daly, A., & Guest, R. (2017). Interactive oral assessments: Pedagogical and policy considerations. Paper presented at the E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education.

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IOA Features

**Formative or
Summative**

**Individual or
Group**

**Easy to design
and manage**

**Scalable and
flexible**

**Scaffolded
within a subject
and/or a
qualification**

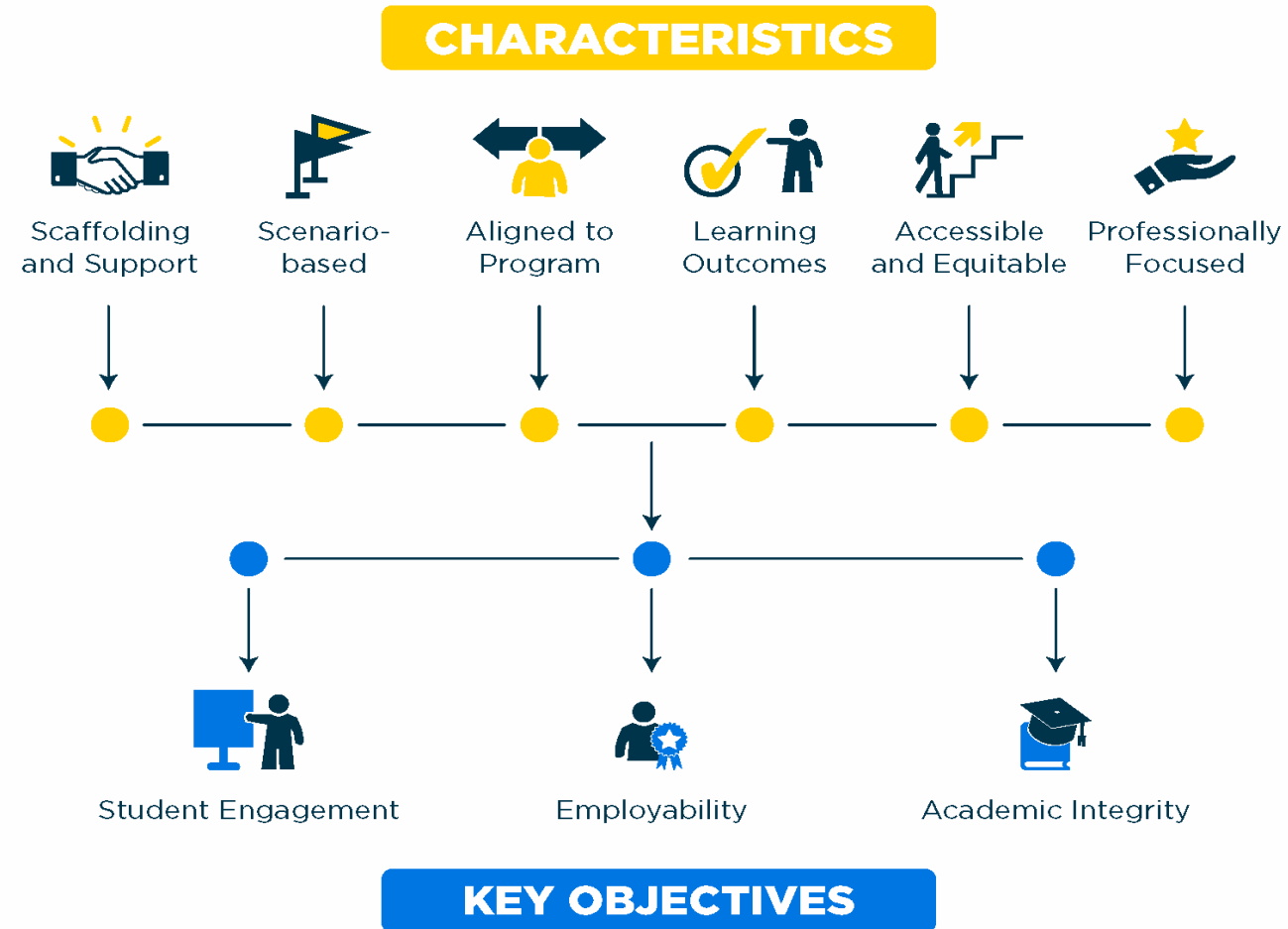


What does it look like?



Embedding IOA in a subject

Key Objectives and Characteristics for the effective design of Interactive Oral Assessments



Source: Sotiriadou et al. (2020)

Developing Resources for students

Sample Recording and marking exercise

Academic Skills Workshop – How to prepare for your IOA

Learning Activities



A [sample](#) recording



Charles Sturt
University

Student feedback



It was realistic



Good alternative to other written assessments



Made you think on your feet, more applicable skill set towards real life situations



Enhancement of my oral presentation skills



Practice, communicating, time management



Made me engage with the learning at a detailed level which enhanced my learning



More confidence in tackling assessments that are a little different



Beneficial to deliver my work in oral format, I could explain more comprehensively, allowed me to delve deeper into my works

Staff feedback



Confidence in students' knowledge and skills



Assurance of students' readiness to join their professions



Feedback is truly heard



Improved academic integrity



Impact on teaching and learning strategies



Marking is faster as compared to other assessments



Summary



Interactive Oral Assessments helped to enhance students' engagement and employability skills



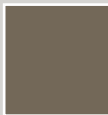
Improved academic integrity



Helped to establish connection between staff and students



Helped to accommodate student diversity.



Will help to address academic integrity challenges posed by the artificial intelligence gen tools

References

Logan, D., Sotiriadou, P., Jobst, R. (2020, August 26). Authentic online oral assessment as a replacement for exams: a proven and viable solution [PowerPoint slides]. <https://sway.office.com/yQ2s0Bm3ILkWtGII?ref=Link>

Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2020). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, 45(11), 1-17.
DOI: [10.1080/03075079.2019.1582015](https://doi.org/10.1080/03075079.2019.1582015)



Charles Sturt
University

Thank you



**Southern Cross
University**

GenAI Practice Guide

(nested within an educative approach
to Academic Integrity)

Dr Michael Brickhill

SCU College, Southern Cross University





Southern Cross
University

The emergence of GenAI as an issue:

- Release of ChatGPT 4 in recent months has raised and widened concern about use and impact of students' use of and access to Generative Artificial Intelligence (GenAI) sites and/or software.
- Several universities have revisited and updated policies in relation to Academic Integrity.
- This is a rapidly evolving situation.....
- What I say today could very well change in the next few months (or even weeks!)





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What we are doing about it:



At whole-of-institution level, **SCU** adopts an **educative approach to academic integrity**:

- Helping students to understand academic integrity, develop agency towards academic integrity and promote practice of academic integrity
- Previous presentations in NAEAA webinar included examples of how this can be incorporated into assessments.....
- There has been a shift away from a punitive approaches towards an educative approach (sector-wide).
- We educate students when they can/cannot use GenAI, but sometimes there can still be breaches..... hence the GenAI practice guide being presented today



What we are doing about it:

At whole-of-institution level, **SCU** adopts an **educative approach to academic integrity:**

- Changes have been made to [online support materials](#) for students
- Changes have been made to [policy and procedures](#)

In relation to [online support materials](#):

- SCU's Centre for Teaching and Learning are currently adding GenAI information to the mandatory Academic Integrity module that all new students must complete.....

Announcements

Getting Started

Contacts

STUDY RESOURCES

Unit Information Guide

Unit content

Weekly tutorials & recordings

MyReadings

CONNECTING

Discussion Board

Collaborate Ultra (Online Tutorials)

Create/Join a Study Group

ASSESSMENT

Assessment Tasks and Submission

Grades and Feedback

Academic Integrity

LEARNING HELP

Learning Support

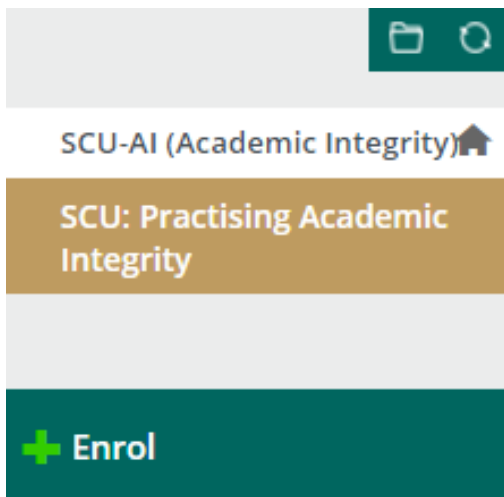
Library

Blackboard Tools

Other Help

Mandatory module on academic integrity

Have you seen the quiz on the learning site?



SCU: Practising Academic Integrity



Practising Academic Integrity

Students must achieve a mark of 90% or greater, otherwise unit grade(s) withheld at end of study term

Table of Contents



Page 1 of 4 >

- Practising Academic Integrity**
- Introduction
- 1. What is Academic Integrity?
- 1. Check your understanding



GenAI Practice Guide:



In relation to policy and procedures

- Assessment, Teaching and Learning Policy - updated 13.3.23
- Assessment, Teaching and Learning Procedures - updated 11.4.23
- Academic Quality, Standards and Integrity Policy - updated 13.4.23
- Academic Integrity Guidelines updated - 26.5.23

- GenAI Practice Guide - supplementary to SCU's Academic Integrity Guidelines endorsed by SCU's PVCAQ 16.6.23

- Guide includes list of signals for markers to search for which may indicate unacceptable use of GenAI

- If a marker suspects
 - GenAI has been used beyond acceptable limit(s) as stated in an Assessment Task description; or
 - Use of GenAI has not been appropriately acknowledged

then they must look at the student's submission and collect evidence before deciding whether to refer a student for possible investigation....



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GenAI Practice Guide:

To refer or not refer?

One of three conditions must be met:



- a) The student was informed, in writing prior to the submission of the assessment, that **GenAI was NOT** to be used in the assessment task **AND** there is supporting evidence (checklist 1-9); or
- b) The student was informed, in writing prior to the submission of the assessment, that **GenAI MAY be used** in the assessment task **but** the assessment task was completed using GenAI **beyond the acceptable limit** as defined in the Assessment task **AND** there is supporting evidence (checklist 1-9); or
- c) The Turnitin AI Report (not the Turnitin Similarity Report) indicates a high *probability* (percentage) that the assessment task was generated by GenAI tools **AND** you there is additional supporting evidence (checklist 1-9); **AND** the assessment task was completed using GenAI beyond the acceptable limit as defined in the Assessment task.



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GenAI Practice Guide:

Signals associated with each condition

The student used GenAI, when they were informed, in writing prior to the submission of the Assessment, that GenAI was **NOT** to be used for the Assessment Task



If signal present – what is the evidence?

- Include Assessment information where student was informed, they **must NOT** use GenAI for this assessment task (e.g., attach a copy of the Assessment task/information/booklet);
- using checklist 1 – 9 show where/how they have used GenAI in the Assessment task.



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GenAI Practice Guide:

Signals
associated with
each condition

The student used GenAI **beyond the acceptable limit** as defined in the Assessment task. This is where they were informed, in writing prior to the submission of the Assessment, that GenAI **MAY** be used & the limits of that



If signal present – what is the evidence?

- Include assessment information where student was informed, they **MAY** use GenAI & **the limits of that**
- using checklist 1 – 9 show where/how they have used GenAI beyond the acceptable limit as defined in the Assessment task.



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GenAI Practice Guide:

Signals associated with each condition

The Artificial Intelligence Report (AI Report) in Turnitin indicates a **high probability* (%) that the Assessment item was generated by GenAI tools **AND** you have sufficient additional evidence to support that.



If signal present – what is the evidence?

- Include assessment information where student was informed whether they **may or may not use** GenAI & any limits.
- Attach all 3 versions of the **Turnitin Similarity Report** (originally submitted, PDF & Text only).
- Attach a screenshot of the Tii **Artificial Intelligence Report** that indicates a high probability (percentage) the work was generated by GenAI tools.
- using checklist 1 – 9 show where/how they have used GenAI beyond the acceptable limit as defined in the Assessment task.

**The Tii AI Report probability % is not a reliable indicator that GenAI was used.*

Marker works through the additional evidence (1-9), types the information required under each number, or attaches the evidence preferably in a single Word (.doc) file.

1. List example/s in the assessment task (attach word doc or list here) where the student has **NOT** completed the assessment task that was set (e.g., the task asked for X and the student did Y).
2. List example/s in the assessment task where the student has **NOT** used the resources or ideas from the unit or modules (e.g., MyReadings, module topics etc.).
3. Were in-text citations and references required in this assessment task? YES | NO
4. Did the student use in-text citations and references in the assessment task, as required by the assessment task? YES | NO. Provide details.
5. List example/s of references that are suspected of being fake or non-existent sources.
6. List example/s where the in-text citations did **NOT** match the contents of the article being referenced? (e.g., if an in-text citation is referring to X, does the article refer to X, or something else entirely?).
7. In this assessment task, is the student's writing unexpectedly different to their other writing? YES | NO. (if 'yes', attach copies of earlier writing e.g. email from student).
8. Other evidence. Include any other detail here and, or attach evidence of that. You might find other signals, such as document properties (author different/document creation and edit time is just minutes etc).
9. Record of interview (or email sent to student) including their response to specific questions asked about the assessment they submitted. This interview and or email is aimed at providing them the opportunity to demonstrate it is their own work. Do they understand and can explain the content they submitted?



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University**

Together we're transforming tomorrow

Southern Cross University

Gold Coast

Southern Cross Drive
Bilinga
QLD 4225

Lismore

Military Road
East Lismore
NSW 2480

Coffs Harbour

Hogbin Drive
Coffs Harbour
NSW 2450

Connect with us [#southerncrossuniversity](#)



Transforming > Tomorrow



Questions and answers



The final word from ChatGPT...?

In the age of generative AI, effective assessment design for Australian enabling programs has become a crucial endeavor to ensure that students are meeting their intended learning outcomes. Leveraging the capabilities of AI, educators can craft assessments that not only measure knowledge acquisition but also evaluate a student's ability to apply that knowledge in real-world contexts. These assessments should be dynamic and adaptable, taking advantage of AI's ability to generate personalized questions and scenarios tailored to each student's unique learning journey. Furthermore, educators must maintain a balance between formative and summative assessments, providing ongoing feedback to students while also gauging their overall progress. Additionally, ethical considerations regarding AI-driven assessments, such as data privacy and algorithmic bias, should be addressed to ensure fairness and transparency in the evaluation process. Ultimately, effective assessment design in the era of generative AI empowers Australian enabling programs to foster a more personalized and inclusive learning environment, where students can truly demonstrate their mastery of essential skills and knowledge.



Thank you to
our presenters
today and to
everyone for
attending.





ENABLING ASSESSMENT SIG

Assessments play an important role in promoting learning and preparing Enabling students for university study while allowing Enabling educators to make informed decisions about student progression and attainment of skills and knowledge. Our purpose is to facilitate dialogue around the principles and uniqueness of Enabling assessment practices, while promoting evidence-based practice and innovation in assessment within Enabling education and the wider higher education sector. Although as Enabling educators we often know and have anecdotal evidence that indicates the impact of certain types of assessment practices on student success, this SIG aims to promote robust, informed arguments for assessments that lead to better outcomes for all students.



Dr James Valentine is a lecturer in the Tertiary Enabling Program at Charles Darwin University where he has been preparing students to study science at university since 2013. Prior to this, James spent six years teaching undergraduate science. James' move into the enabling space has seen him develop a special interest in assessment design that scaffolds student success and aids their transition into higher education. James also has an interest in the role that enabling assessment plays in preparing students to successfully tackle assessment tasks as undergraduate students at university.



Dr Liz Goode is a Teaching Scholar in the Academic Portfolio Office and SCU College at Southern Cross University, Australia. She coordinates SCU College's Transition to Uni pathway program for recent school-leavers and has a background in teaching academic literacies. She is currently researching the principles and impact of immersive block models of higher education. She is interested in exploring best practice and innovation in active learning and blended curricula, and how these approaches support the success of diverse and non-traditional students.



CALL OUT FOR NEW MEMBERS

When you JOIN A SIG, you join a community of like-minded individuals who can bring about change.

Contact the facilitators below to be a part of this team.

Dr James Valentine

(james.valentine@cdu.edu.au),

Charles Darwin University

08 8946 6607

Dr Liz Goode

(Liz.Goode@scu.edu.au),

Southern Cross University

02 6659 3157