

TITLE: Promoting evaluative judgement in authentic assessments in the actual higher education context of Artificial Intelligence

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Abstract

In the actual context of higher education, the emergence of artificial intelligence (AI) challenges conventional assessment practices. We are witnessing that certain learning activities may eventually be performed by AI to a relatively good standard, however the generated content usually exhibits deficiencies in accuracy, has difficulty comprehending context, coping with intricate analysis or being ethical. For rigorous scholarly pursuits, it is necessary to empower students to critically discern and interpret data, to identify bias and ensure fairness, and to make choices aligned with human values, that is: to form evaluative judgements (EJ). 'Evaluative judgement is the capability to make decisions about the quality of work of oneself and others' (Tai et al., 2018).

EJ is one of the three components of authentic assessments. According to Villarroel et al.; (2018), authentic assessments should offer:

- opportunities to develop and enhance the self-regulation of their own learning;
- Realism, to engage students with problems or important questions relevant to everyday life;
- Cognitively challenging tasks that prompt students to develop and use higher levels of thinking to use knowledge, process information, make connections and rebuild information to complete a task.

In the age of AI, supporting students navigate the fake news world, veracity of data and reflect the work being presented by AI tools is crucial. It is only possible if students develop a deep understanding of topics and we help them assess the quality of a product, process or performance. EJ is all about engaging with grading criteria, improving the capacity to appreciate the features of –quality– or excellence in complex outputs and developing the ability to provide, seek and act upon feedback.

As educational developers, our role is to prepare our academics with the pedagogical knowledge needed to develop students' future disciplinary knowledge and competences. Authentic assessment

is an actual approach aimed at assessing the capacity to prepare for the workplace reality, thus it is one of our main topics.

In the first part of presentation, we address the results of a Delphi study made in partnership with 10 international experts on authentic assessment. First, we conceptualise authentic assessment and its challenges. Then we show practices that support the development of EJ in the context of AI. The following 15 minutes we want to discuss the advantages and challenges of conducting a research study and partnering with international experts, and we will exchange with participants best practices on how we deal with these topics in the context of our academic development courses.