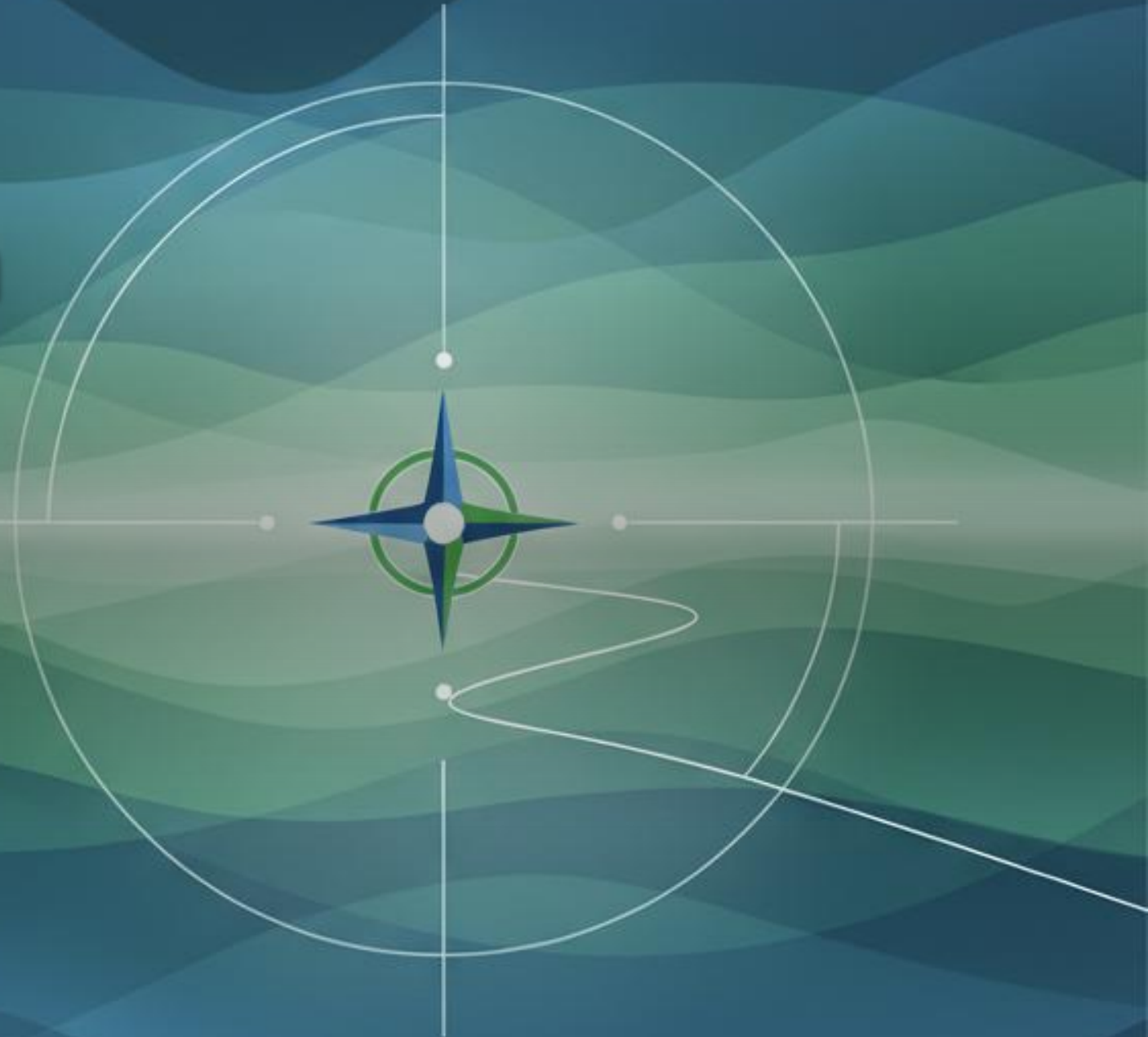


Engaging with AI in assessments

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Houston, we have a problem



Rising Use of AI



Reduction in Critical Thinking

(Cotton et al., 2024; Kosmyna et al., 2025)

An illustrative case

Context: Les Roches – higher education, private, international, focused on hospitality education

Timeline: 2025

Researcher: part-time faculty also
part-time (new) head of faculty development

Methodology: mixed – data from students and faculty

The theory regarding AI use in assessments

Perkins et al. (2024)

Scale Levels and Descriptions

1	NO AI	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p>AI must not be used at any point during the assessment.</p>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	<p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p>No AI content is allowed in the final submission.</p>
3	AI-ASSISTED EDITING	<p>AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.</p> <p>AI can be used, but your original work with no AI content must be provided in an appendix.</p>
4	AI TASK COMPLETION, HUMAN EVALUATION	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</p>
5	FULL AI	<p>AI should be used as a “co-pilot” in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</p>

Table 1 The AI Assessment Scale

The assessment which needed adapting

- Literature review written “by hand”

The revamped assessment

- Students task AI to write a literature review
- Students to evaluate the review
- Students to evaluate the usefulness of AI in this process

The revamped assessment which failed

- Students task AI to write a literature review
- Students to evaluate the review
- Students to evaluate the usefulness of AI in this process

Revising the model



Modified model as per Perkins et al. (2024)

0	AI IS BEING USED IMPROPERLY	The students could use AI to complete the assessment partially or completely and this is not being taken into consideration in the grading
1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. No AI content is allowed in the final submission.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. AI can be used, but your original work with no AI content must be provided in an appendix.
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5	FULL AI	AI should be used as a “co-pilot” in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.

Table 1. The AI Assessment Scale

Giving voice to the students

Student perspective

- 109 student-led interviews on their perspectives of AI in their academic lives:
 - Use
 - Ethics
 - Trustworthiness
 - Limitations
- Thematically analysed – using AI

Findings

- Academic assistance and AI as a non-judgemental learning partner
- Trust, verification, and prompt literacy
- Ethical reasoning and strategic use
 - They know what is right and wrong but are pragmatic
- Faculty and institutional role
 - They want guidance and clarity from faculty
- Equity, access, and social dynamics
 - Diversity in access depending on access to \$

Some pertinent comments

"It doesn't judge you like people do. It's like a private tutor."

"If AI supports your thinking, it's fine. If it replaces it, it's cheating."

however:

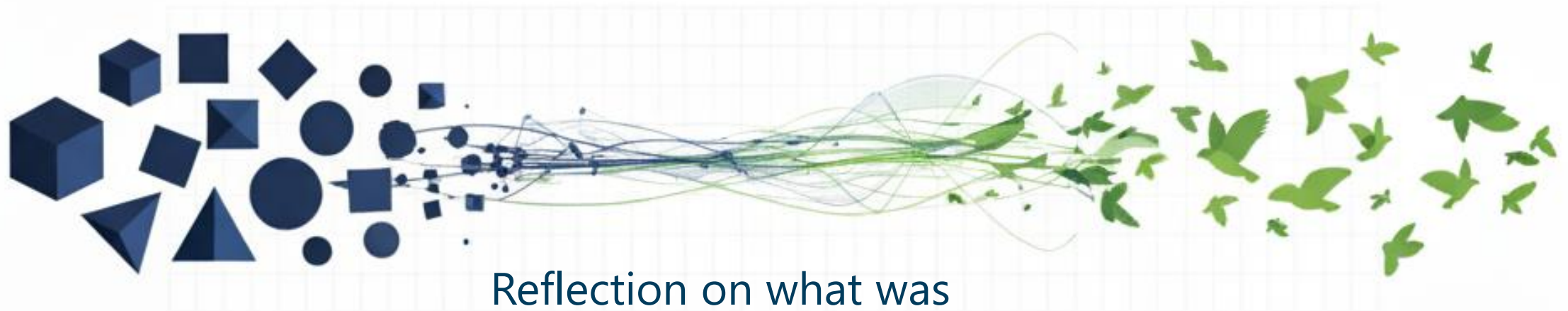
"Sometimes I know it's borderline, but it's the only way I can manage."

"We need proper guidelines. Some teachers say don't use it, others tell us to."

And now to get faculty on board

Reflection on current assessment as per the 5/6 scale model

Reflection on an improved version as per the 5/6 scale model



Reflection on what was needed to get there

The task is HUGE



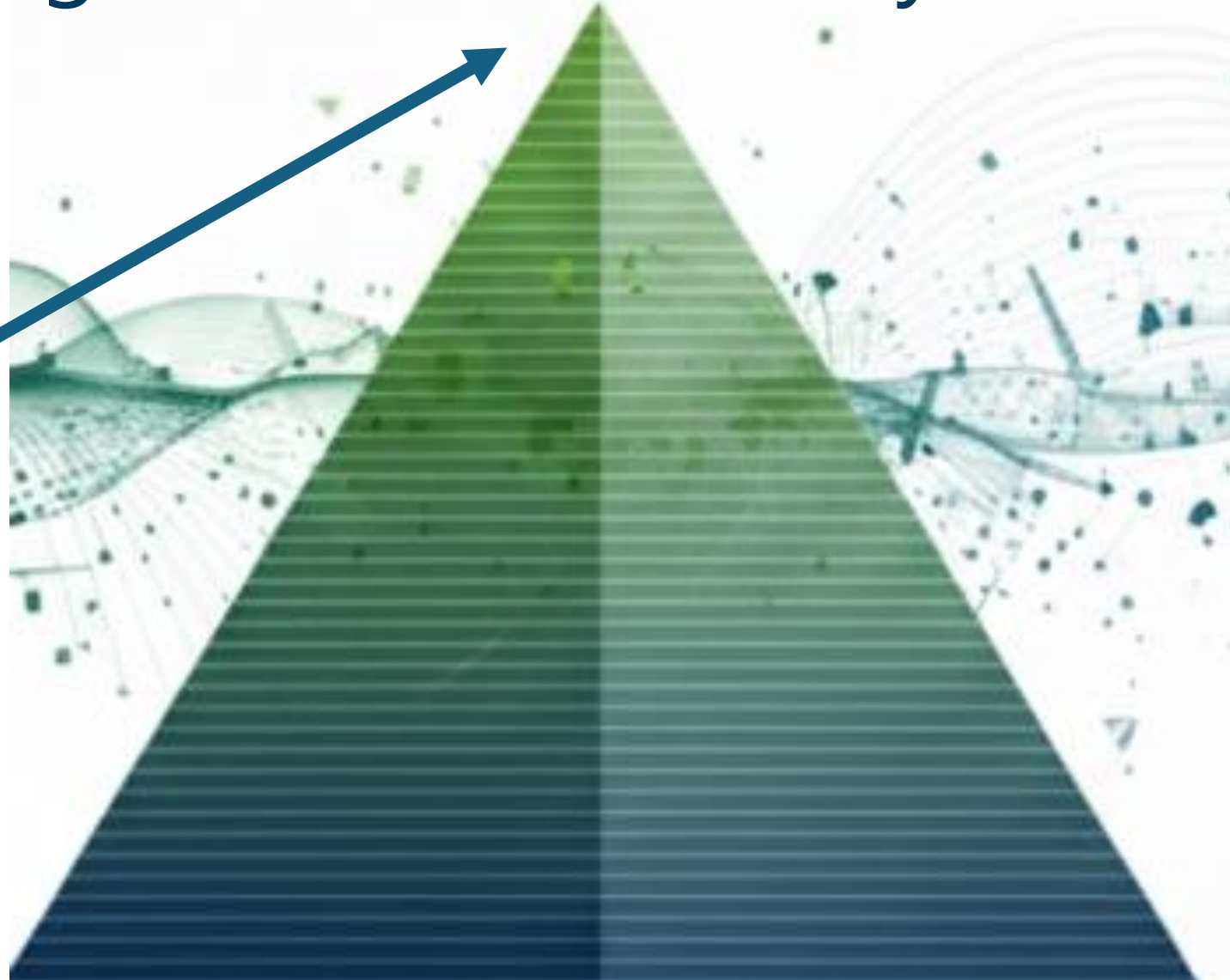
Literature recognizes the size of the task

current study to evade those systems (Christianson, 2024). However the size and scale of the challenge is enormous. Almost all universities make extensive use of assessment methods that are vulnerable to cheating with GenAI, e.g. essays and unsupervised online exams (Newton, 2025; Newton & Draper, 2025). Achieving a complete assessment redesign across the whole sector is a considerable task.

(Foltýnek & Newton, 2026)

Upending Bloom's taxonomy

create



Where are we vs where do we want to be

- Not sure the scale was understood
- Many items currently rated low (0–2) have comments or suggested changes
- Items rated higher (3–5) often have “no need,” meaning faculty were satisfied with those

Gimpel et al. (2025) recommendations for
instructors regarding assessing students

Do we agree?



Adapt your exam design to the current technological possibilities.



Require that students declare specifically how they have used ChatGPT and other GenAI tools.



Rethink your assessment formats.



Focus on the supervision process for assignments.



Innovate the evaluation criteria for assignments.



Implement guidelines for avoiding plagiarism and copyright infringements.



Implement rules for tools.

(Adapted from Gimpel et al., 2025)

So where does that leave faculty?



So where does that leave faculty?

- We can't stop AI
- We can't detect AI (no, we really can't)
- Students will need it in the workplace
- They want useful guidance on its use
- We need to ensure they are learning

- Perhaps we need to simplify our approach:

A simpler model

'Secure' (Lane 1) assessments which are conducted in-person with controlled conditions – No AI

Or

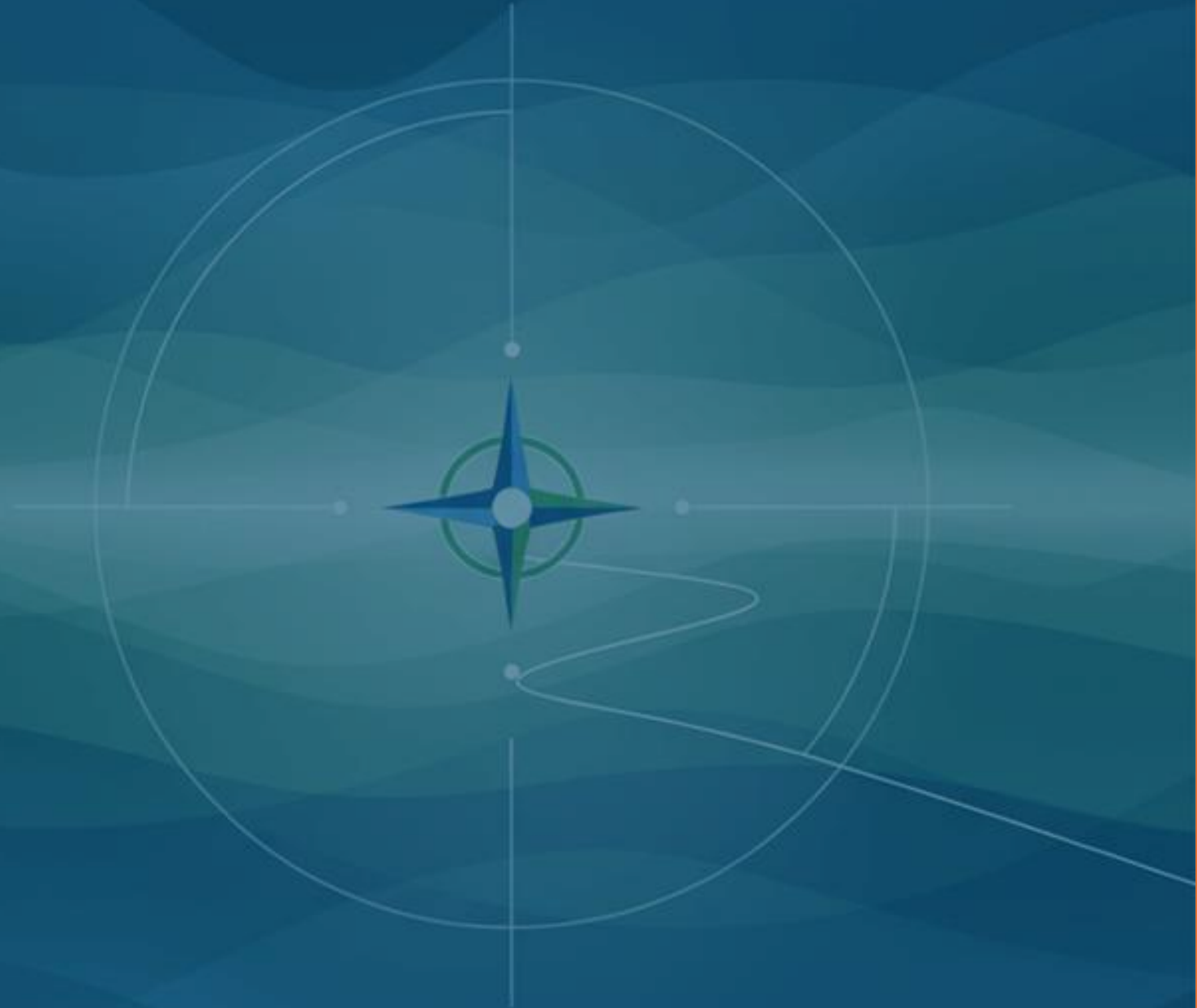
'Open' (Lane 2) assessments where AI use is uncontrolled

(Tertiary Education Quality and Standards Agency, 2024)

How to climb the mountain?

- We need to re-evaluate EVERYTHING we do
 - Active classrooms to prevent disengagement
 - Students being encouraged to use AI and being shown how to use it to enhance their learning and thinking
 - Faculty not frightened of AI but open to it
 - Assessments which are realistic faced with AI's ability to create
 - Assessments which don't give advantage to those with advanced AI skills / financial recourse

Thank you



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