

Assessment, Integrity and Artificial Intelligence: is it finally time to resolve some *enduring issues* in higher education?

> Dr Jan McArthur 1st September 2023

j.mcarthur@lancaster.ac.uk

@JanMcArthur





Artificial Intelligence

Academic Integrity

Engagement with socially-useful knowledge



Technology & Assessment: troubling relationship





We gifted academic integrity to a machine, long before ChatGPT



We lost sight of what matters about assessment, *long before ChatGPT*



How we respond to ChatGPT and how we nurture authentic assessment, rests on values and principles that we should have attended to, *long before ChatGPT*



There has been a rich research literature on the need for more diverse, authentic and meaningful assessments for decades, *long before ChatGPT*

Why did it take a machine, robot or computer (AI) to get people's attention about assessment?



The conflation of poor referencing skills and plagiarism – as the deliberate intention to deceive – has been disastrous for academic integrity, academic writing and authentic assessment.

Understanding of the literature Critical Analysis Clear writing and presentation Good referencing skills Clear building of an original argument









We should not use technology to absolve us of responsibility to teach the academic craft – and to assess it in honest, authentic and genuine ways.



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"the passive acceptance of what is merely the case"

Adorno (2001) Page 121

Our Values

We operate in a responsive manner where integrity and excellence underpin all we do. We are honest, fair and ethical through our words and actions.





Nancy Fraser, 2003, on Critical Theory

"peculiar dialectic of immanence and transcendence"

"one foot in society and one looking beyond"

Martin Jay, 1996, on Frankfurt School

Purpose increasingly to think the unthinkable







Artificial Intelligence is a threat to Academic Integrity

Artificial Intelligence is the new reality we have to accept – and it might be good

Artificial Intelligence is being driven by self-interested hype that must be challenged

Education

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Resisting and reimagining Artificial Intelligence

Educators can take inspiration from growing efforts to resist the current hype around AI

written by:



Neil Selwyn

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FUTURE OF WORK IN EDUCATION EQUITY AND INCLUSION My take:

Follow the money

Western-centric

Fueling discrimination

Perpetuating stereotypes

Deeply rooted in misogyny

Barrier to decolonisation



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Those "enduring issues"...



What is academic work?





Academic work is engaging with the minds of others







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What counts as achievement when we assess?



Learning Outcomes

There is NO how much.

The student will be able to:

Critically analyse research methods literature

Explain the difference between nuclear fusion and nuclear fission

Successfully undertake an invasive biopsy procedure

Demonstrate critical understanding of the health and safety in an industrial context

Construct a working design prototype for a robot



Our professional commitment is to criterionbased marking.









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Reflecting on the pressures to give in to pseudo norm-based marking

We make choices when we assess

Understanding those choices will be even more important in an age of Generative AI



We make choices

Students learn better in low stakes assessment environments

There is an assumption that high stakes assessment environments do more to ensure academic integrity



INTEGRITY

INTEGRITY

LEARNING



LEARNING

INTEGRITY

INTEGRITY

LEARNING

Not suggesting:

- a learning:integrity binary
- a necessary trade-off between learning and integrity

Am stressing:

- we currently do make choices
- those choices are not inevitable, natural nor should they be uncontested



Consider knowledge holistically









Name Description Habric Detail	Research Paper Rubric 2 Research Paper Rubric 2 Levels of Achievement Does Not Mert Expectations Approaches Expectations		Development Thesis Statement Support Weight	0 % Thesis statement or research question is unevenly or illogically supported and citations are less than apt.	25 % Thesis statement or research question is supported by some	75 % Thesis statement or research question is supported by evidence and appropriate citations.		10 Th tho ob
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Development Thesis Statement Support Weight 10.00%	9 % Thesis statement or research question is unevenly or illogically supported and citations are less than apt	25 % Thesis statement of research guestion is supported by some endence with classions.	Development Scholarly Conversation Weight 8.00%	0 % Does not present an adequate array of scholarly ideas.	25 % Does not engage successfully with scholarly conversation in the subject area.	75 % Engages in scholarly conversation through inter-textual means.		10 En
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Language Voice Weight 8.00%	9-%. Voice fluctuates repeatedly.	21 % Liques in time and rece are distorting		0 % Fails to identify conclusions or conclusions presented are simplistic or				10 Ex an
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Painting by John Glover



"the passive acceptance of what is merely the case"

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Artificial Intelligence IS shaped by humans, and they may not be benign or neutral – but they could be ethical and transformative Addressing those "enduring problems" in an age of Generative Al



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We should not use technology to absolve us of responsibility to teach the academic craft – and to assess it in honest, authentic and genuine ways.

Academic work involves engaging with the minds of others.

Our professional responsibility is to criterion-based marking

We should be honest about the choices we make when we decide on grading systems

We assess for the world beyond assessment.

Assessment should be approached holistically, as should knowledge.