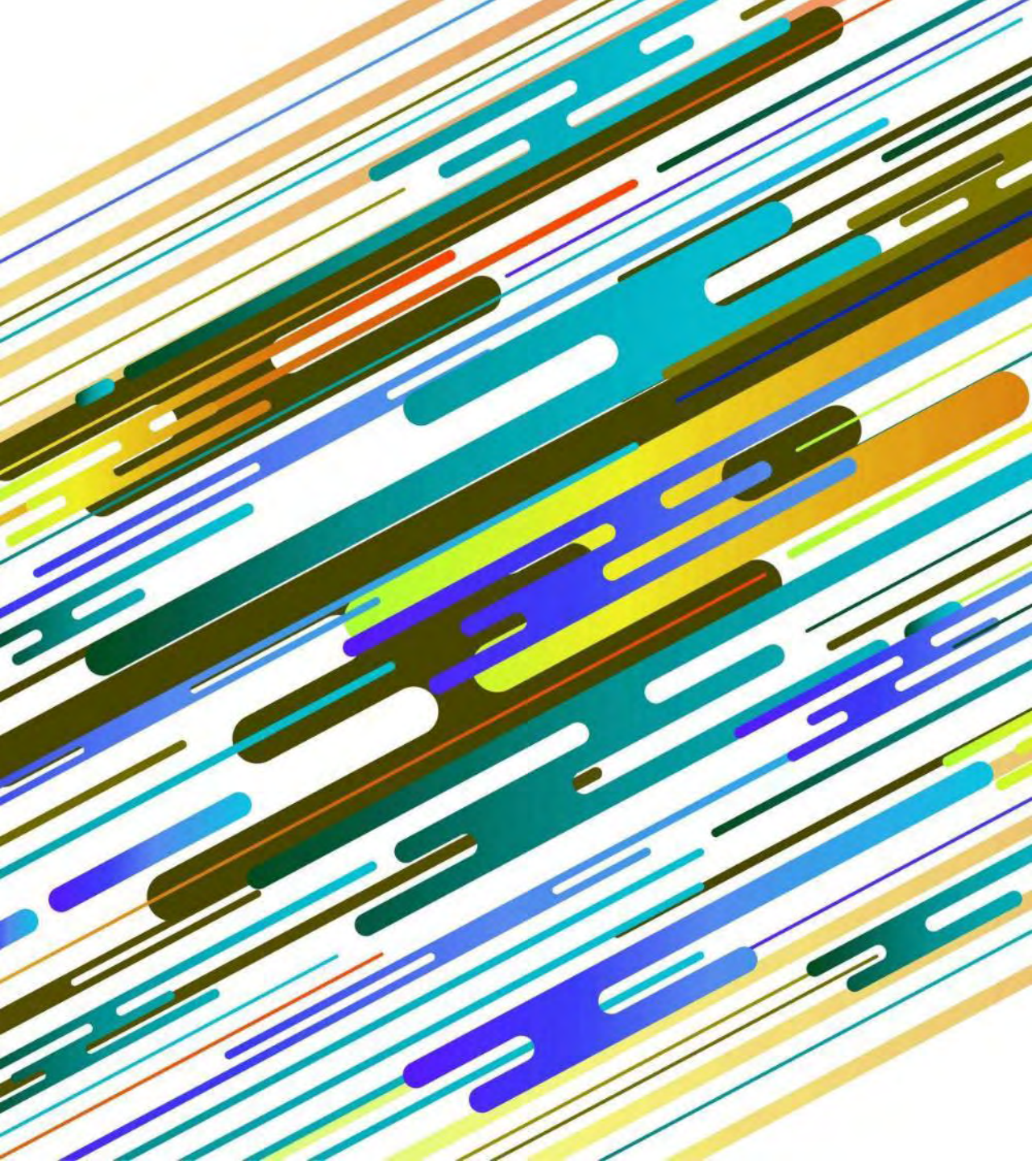

Assessment, Integrity and Artificial Intelligence: is it finally time to resolve some *enduring issues* in higher education?

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1st September 2023

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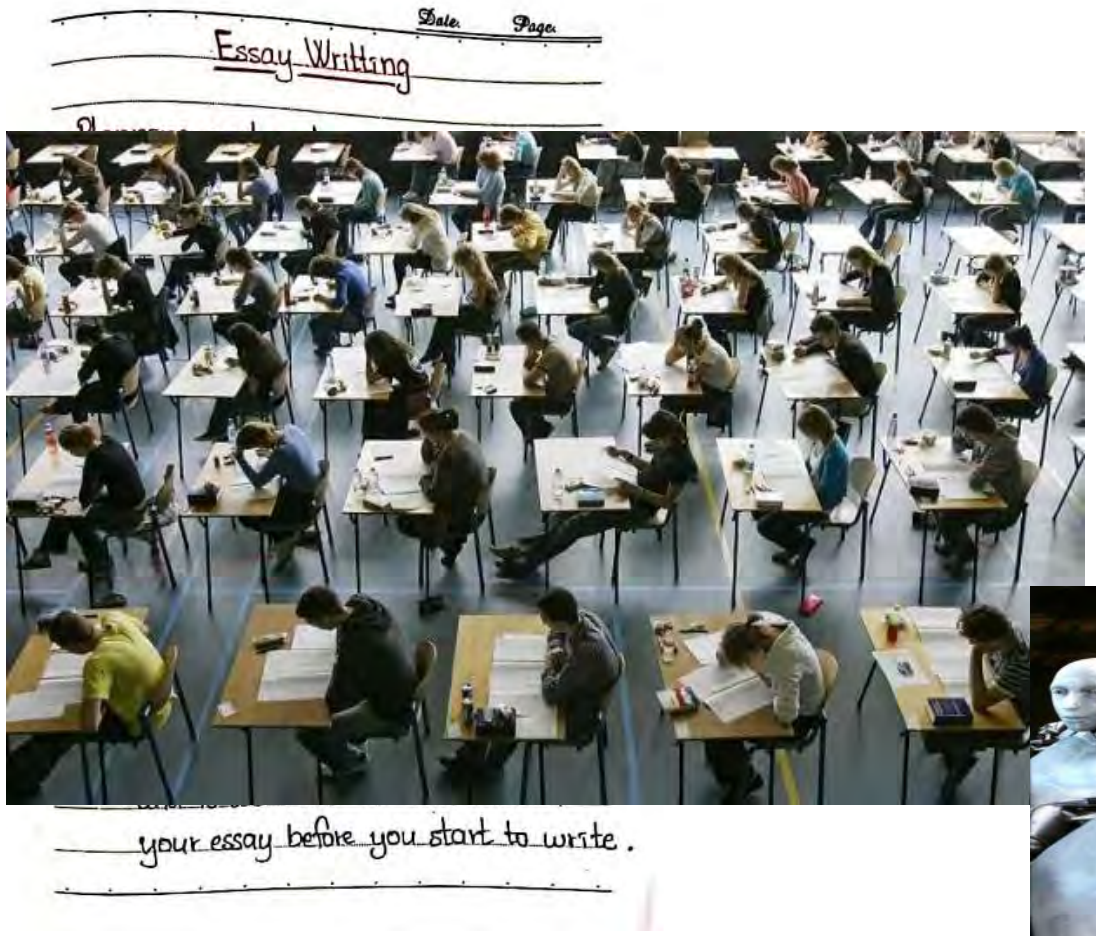
Artificial Intelligence

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.

“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”

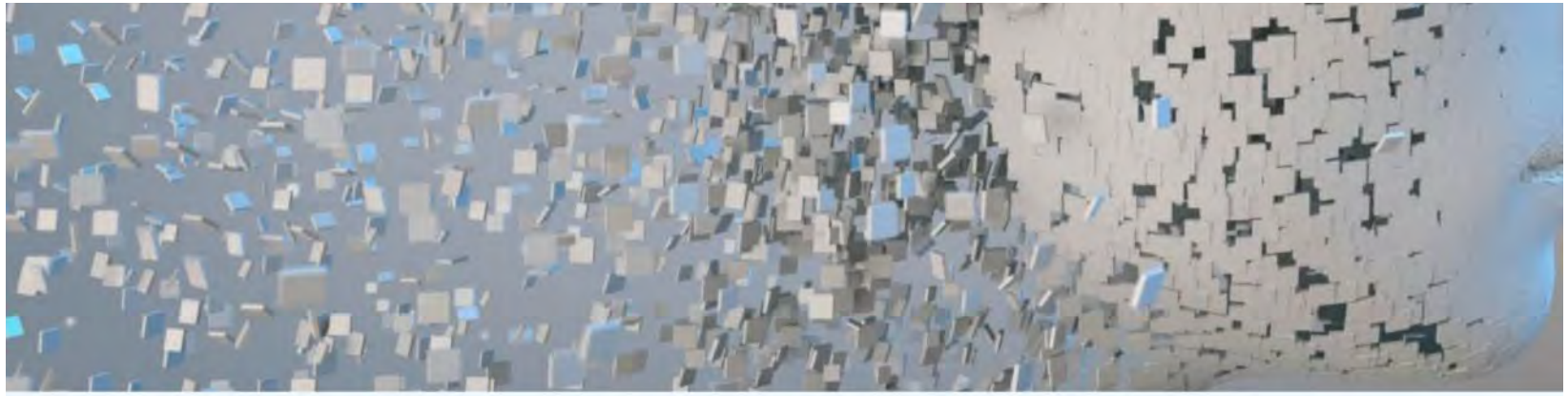
Martin Jay, 1996, on Frankfurt School

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



Resisting and reimagining Artificial Intelligence

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

written by:

Neil Selwyn

published **25 August 2023** updated **29 August 2023**

FUTURE OF WORK IN EDUCATION

EQUITY AND INCLUSION

My take:

Follow the money

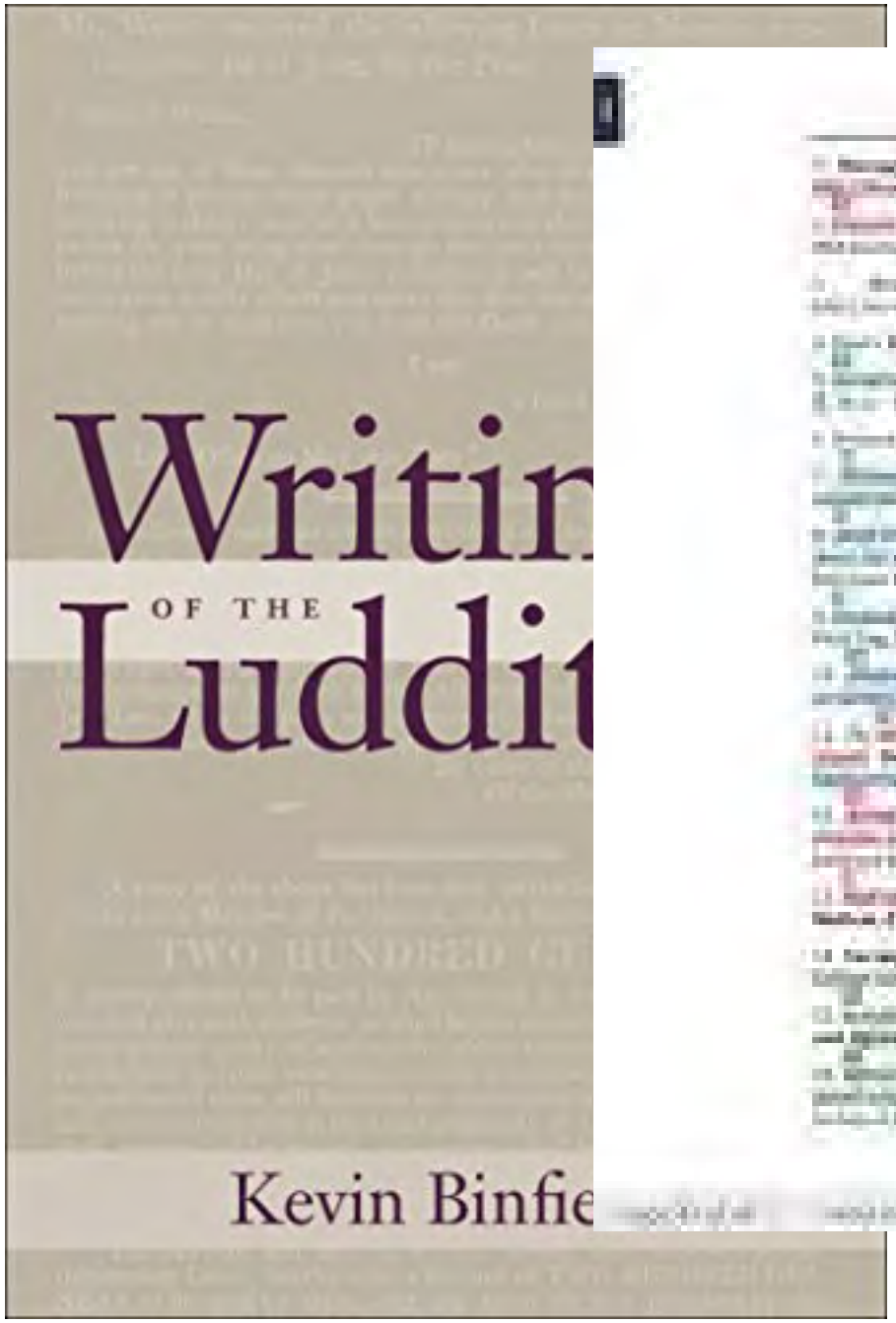
Western-centric

Fueling discrimination

Perpetuating stereotypes

Deeply rooted in misogyny

Barrier to decolonisation



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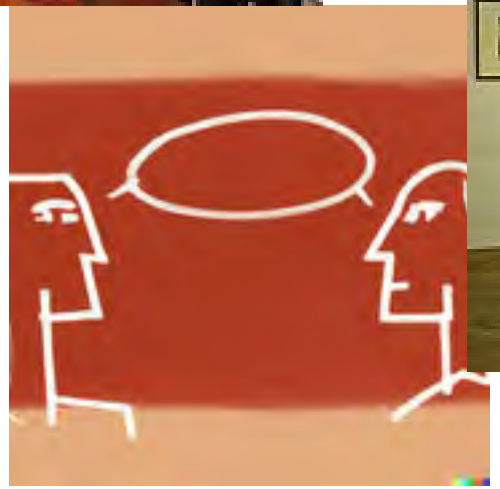
Those *“enduring issues”…*

What is academic work?



Wikimedia Commons

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Academic work is engaging with the minds of others

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1
4%
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10
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11
1%

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

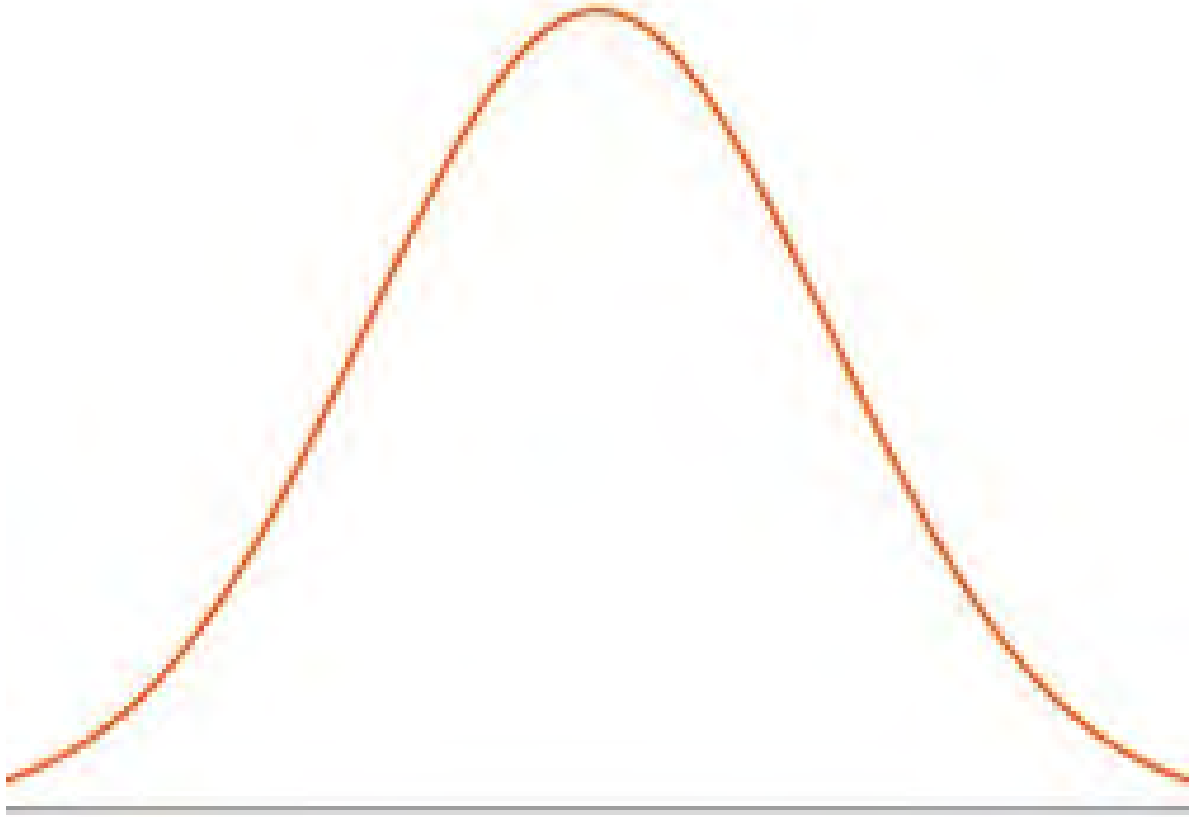
Successfully undertake an invasive biopsy procedure

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 criterion-based marking.

≠



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

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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

LEARNING

INTEGRITY

INTEGRITY

LEARNING

LEARNING

INTEGRITY

INTEGRITY

LEARNING

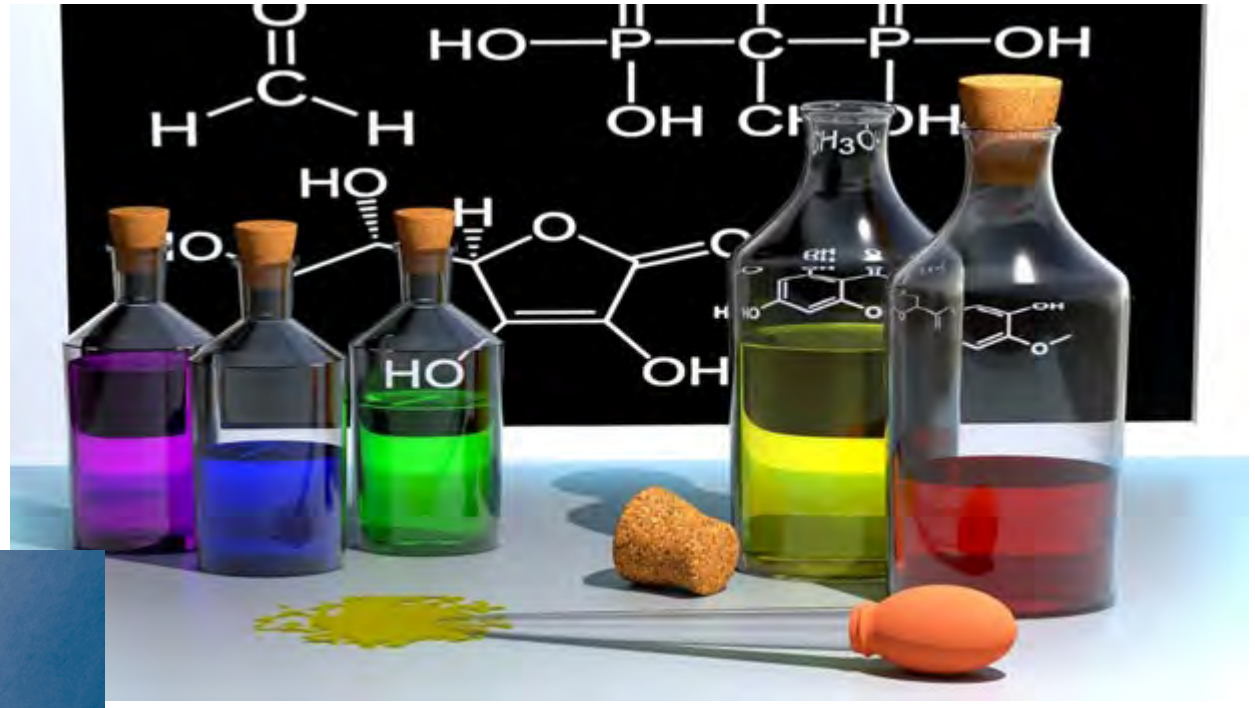
Not suggesting:

- 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



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Name: Research Paper Rubric 2
Description: Research Paper Rubric 2
Rubric Detail:

Levels of Achievement

Criteria	Does Not Meet Expectations	Approaches Expectations		
Development Originality Weight 8.00%	0 % Thesis statement or research question is trite or absent.	25 % Thesis statement or research question is overly general but makes an arguable claim.		
Development Thesis Statement Support Weight 10.00%	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 evidence with citations.		
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.		
Critical Thinking Content Discourse Weight 9.00%	0 % Does not consider the context or considers it in an ego- or socio-centric way.	25 % Considers the context and assumptions of the scholarly discourse in a limited way.		
Critical Thinking Integration of Ideas Weight 9.00%	0 % Does not consider multiple points of view.	25 % Considers multiple viewpoints and ideas tentatively or overstates the conflict.		
Critical Thinking Conclusions Weight 9.00%	0 % Fails to identify conclusions or conclusions presented are simplistic or absolute.	25 % Conclusions only loosely follow from arguments and evidence presented.		
Organization Facilitates Understanding Weight 8.00%	0 % Shows little attempt to guide the reader through the document.	25 % Facilitates understanding but has occasional lapses.		
Organization Order of Ideas Weight 8.00%	0 % Order of ideas in paragraphs is usually difficult to follow.	25 % Order of ideas in paragraphs is apparent but occasionally difficult to follow.		
Language Fluency Weight 8.00%	0 % Incorrect word choice or syntax often interferes with meaning.	25 % Incorrect word choice or syntax often interferes with meaning.		
Language Voice Weight 8.00%	0 % Voice fluctuates repeatedly.	25 % Lapses in tone and voice are distracting.		
Mechanics Grammar Surface Features Weight 7.00%	0 % Grammar, punctuation, and spelling errors are prominent.	25 % Some grammar, punctuation, and spelling errors throughout.		
Mechanics APA Weight 8.00%	0 % Little or no attempt to follow APA conventions.	25 % Some APA conventions are followed.	75 % APA conventions are usually followed.	100 % Follows APA conventions carefully.

Development Thesis Statement Support
Weight 10.00%

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 evidence with citations.

75 %
Thesis statement or research question is supported by evidence and appropriate citations.

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.

Critical Thinking Content Discourse
Weight 9.00%

0 %
Does not consider the context or considers it in an ego- or socio-centric way.

25 %
Considers the context and assumptions of the scholarly discourse in a limited way.

75 %
Examines the context and explores the assumptions of the scholarly discourse.

Critical Thinking Integration of Ideas
Weight 9.00%

0 %
Does not consider multiple points of view.

25 %
Considers multiple viewpoints and ideas tentatively or overstates the conflict.

75 %
Integrates multiple viewpoints and compares ideas or perspectives.

Critical Thinking Conclusions
Weight 9.00%

0 %
Fails to identify conclusions or conclusions presented are simplistic or absolute.

25 %
Conclusions only loosely follow from arguments and evidence presented.

75 %
Conclusions are logical based on arguments and evidence presented.

Painting by John Glover

“the passive acceptance of what is merely the case”

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.

SUPPORTIVE

INNOVATIVE

COLLABORATI

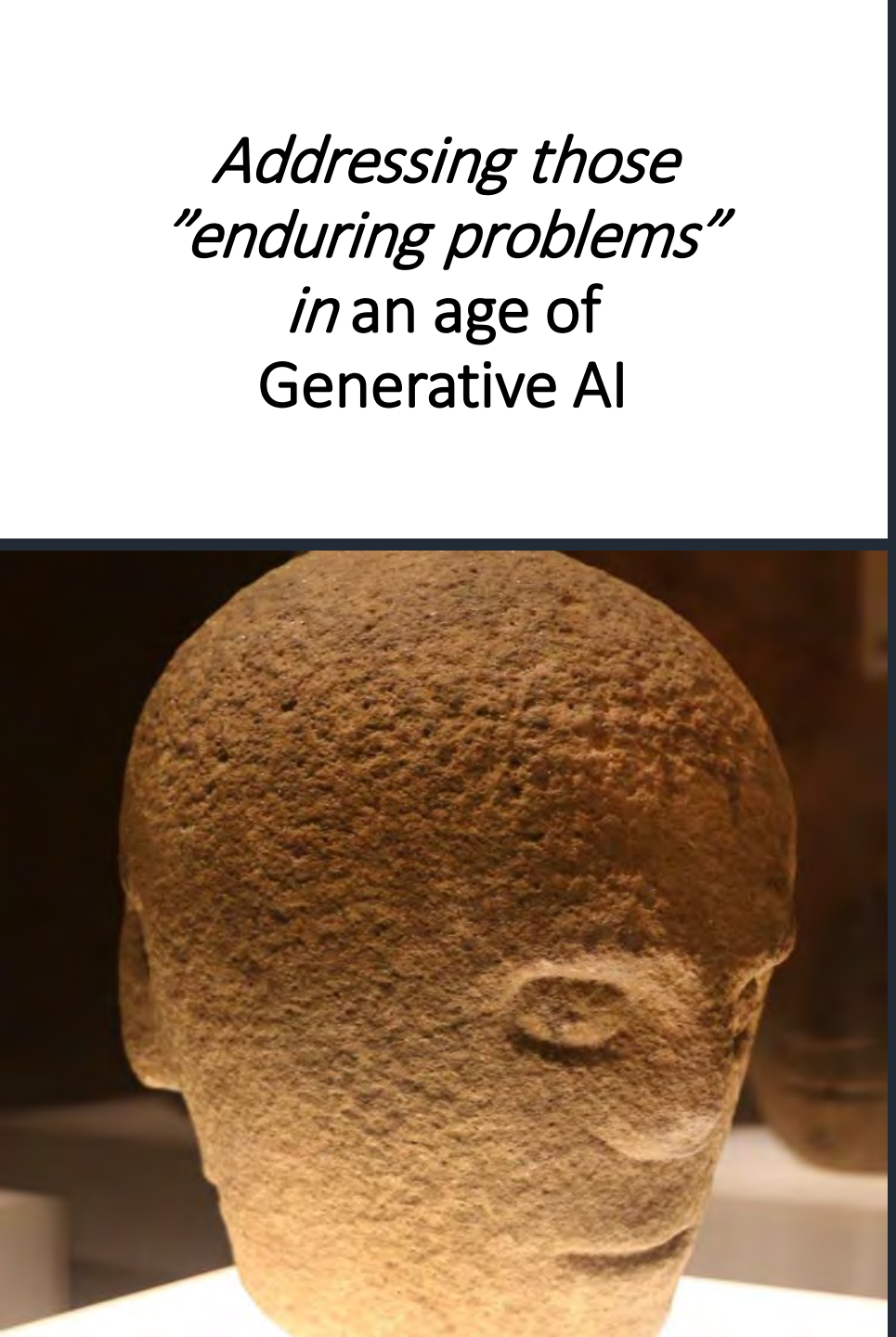
INCLUSIVE

AMBITIOUS

SUSTAINABLE

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 AI



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.