



CTLE PROFESSIONAL DEVELOPMENT LUNCHTIME  
CONVERSATION

# **ASSESSMENT IN THE ERA OF GENERATIVE AI**

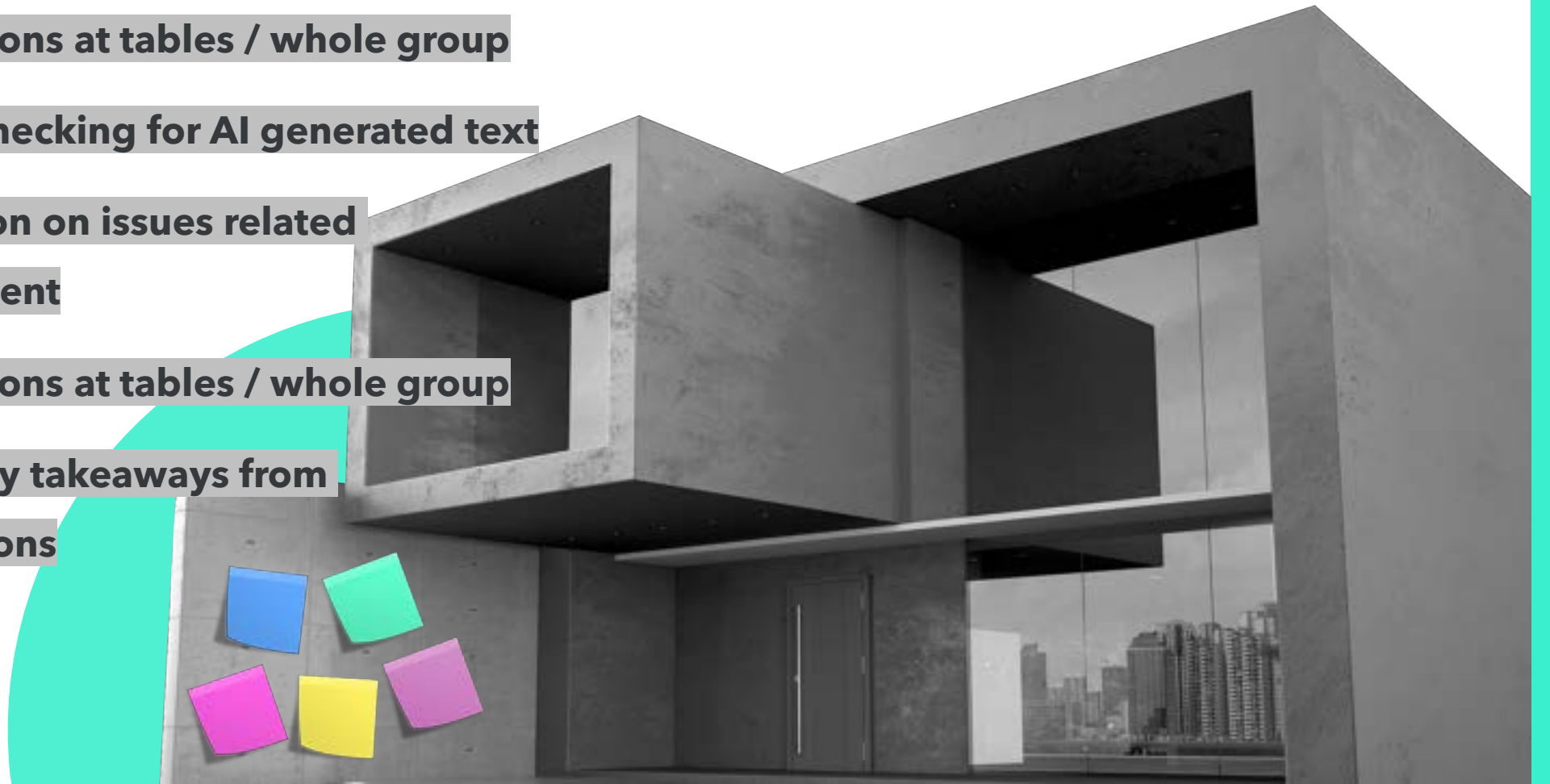
TUESDAY, 31 OCTOBER 2023

1:00 PM TO 2:30 PM

E6-2115

# OUTLINE

1. **Conversations at tables / whole group**
2. **Tools for checking for AI generated text**
3. **Presentation on issues related to assessment**
4. **Conversations at tables / whole group**
5. **Identify key takeaways from conversations**



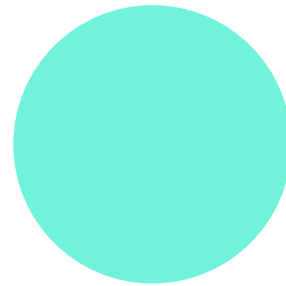
# Conversation questions

(discuss at your table, in groups of 2-4)

1. What type of assessments have worked well or did not work well for your courses/students?
2. How might students use generative AI on assignments or assessments? e.g., proofread grammar, translate to English, generate an outline, compose text, ideate, rewrite texts, or reply to email, etc.

# Check texts with AI tools

Many claim that AI detection tools are unreliable. However, we can use Turnitin and it seems to work with some older models, e.g., ChatGPT 3.5.



- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]





# More AI tools and research

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[ud] UNDETECTABLE AI    AI Detector & Humanizer    Documents    Help    Pricing **SALE**    API    Earn **NEW**

removes AI detection and ensures your text will bypass AI detectors.

READABILITY: **University**    PURPOSE: **General Writing**    1204/15000 CHARS = 197 WORDS

During my undergraduate period, my academic performance was always at the average level in my class, but I hope to continue my study and get a master's degree after graduation, so I took the initiative to join the elective course of organic chemistry experiment in our school. This course requires students to spend a lot of their spare time in the lab. It requires not only a solid theoretical foundation but also rich experimental skills, which is a huge challenge for an undergraduate student and an opportunity to improve their ability. At the beginning, I took an active part in the course and was assigned a task of compound synthesis. However, I found that my knowledge could not keep up with the classmates who did the experiment together, so that my experiment always failed or could not be repeated, which put me in a dilemma and made me doubt whether I was suitable for being a qualified scientific researcher, I became less and less confident, doubting my own experiments, and often depressed. At this time, my teacher found my difference. He talked to me face to face and took the initiative to ask me to present the progress of my experiment and guided me to show the problems I was facing.

WAITING FOR YOUR INPUT    MORE READABLE    BALANCED    MORE HUMAN

I AGREE TO THE TERMS OF SERVICE (NO ACADEMIC MISCONDUCT)

CHECK FOR AI    HUMANIZE

Your content appears human 👍

AI DETECTION LIKELIHOOD

✔️ GPTZERO    ✔️ OPENAI    ✔️ WRITER    ✔️ CROSSPLAG    ❌ COPYLEAKS    ✔️ SAPLING    ✔️ CONTENTATSCALE    ❌ ZEROOPT

KEY: 100% HUMAN    50% HUMAN    0% HUMAN

An, R., Yang, Y., Yang, F., & Wang, S. (2023). **Use prompt to differentiate text generated by ChatGPT and humans.** *Machine Learning with Applications, 14*, 100497. <https://doi.org/10.1016/j.mlwa.2023.100497>

Cingillioglu, I. (2023). **Detecting AI-generated essays: the ChatGPT challenge.** *The International Journal of Information and Learning Technology, 40*(3), 259-268. <https://doi.org/10.1108/ijilt-03-2023-0043>

**AI-Generated Text: Implications for Teaching and Learning.** (2023). Center for Innovative Teaching and Learning, Indiana University. Retrieved from <https://citl.indiana.edu/teaching-resources/academic-integrity/AI-Generated%20Text.html>

# Check texts with Claude 2

## Undergraduate Learning Styles: Identifying Authors Through Writing Styles ▾

Prompt

You are an expert educator and student behavior specialist. Review the following two paragraphs for a university level assignment and do the following: identify if the text was written by the same author.

Student's  
anonymous  
text

1. During my undergraduate period, my academic performance was always at the average level in my class, but I hope to continue my study and get a master's degree after graduation, so I took the initiative to join the elective course of organic chemistry experiment in our school. This course requires students to spend a lot of

Response

Based on the content and writing style, I do not believe these two paragraphs were written by the same author. Here is my analysis:

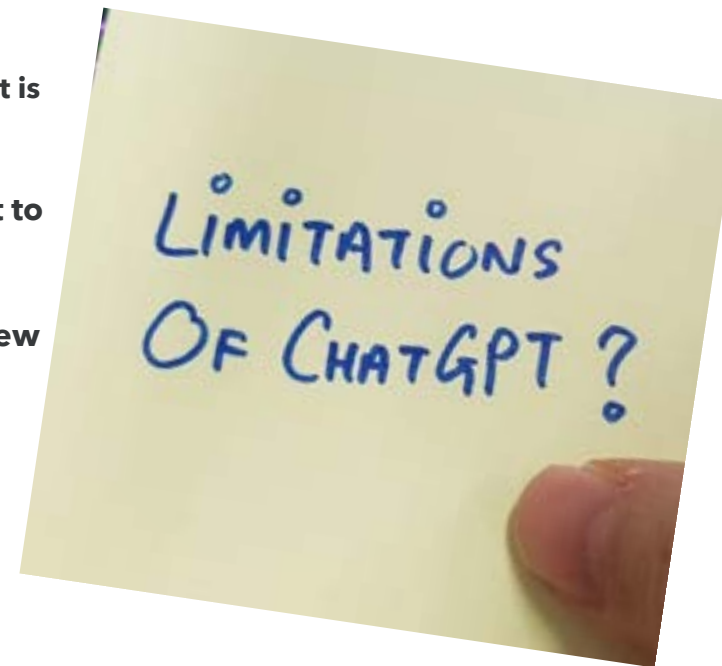
Paragraph 1 uses first person narration and describes a personal experience from the author's undergraduate studies. The tone is reflective and focuses on the author's self-doubt, struggles, and growth during an organic chemistry course. The writing style is narrative.

# What does generative AI struggle to do?

While GenAI is pretty good at creating cohesive writing, computer code, and images, it is not very likely to:

1. describe how (and why) a student revised their essay from their first draft to final drafts
2. reflect on how an essay made use of feedback provided during peer review sessions
3. refer to comments brought up during your class discussion
4. refer to personal anecdotes
5. refer to course materials
6. effectively use sources
7. provide accurate citations, a works cited list, or an annotated bibliography
8. collect data or do interviews

Source: <https://www.brandeis.edu/teaching/chatgpt-ai/chatgpt.html#:~:text=What%20does%20chatGPT%20struggle%20to%20do%3F>



# Quick reflection: take-aways from experts on assessment

1. It is important to design assessments that **engage diverse learners, emphasize relevance, and give students agency** in demonstrating their capabilities.
2. Assessments are social practices reflecting implicit values and biases. **Reflect carefully on what and who assessments reward.**
3. Current assessments often fail to engage students in learning important for employability. **Design assessments that build career awareness and professional skills.**
4. Give students **opportunities to demonstrate unique capabilities, not just meet a common standard.** Allow personalized assessments when possible.



Source: de St Jorre, T. J., & Boud, D. (2022). **More Than Assessment Task Design.** Assessment for inclusion in higher education: promoting equity, 142.  
<https://doi.org/10.4324/9781003293101>



# Assessment strategies to facilitate learning and limit generative-ai usage

1. Require specific data sources to be used in assignments
2. Ask students to write and cite sources/text from specific articles or videos.
3. Provide data sets that students must use in their work.

+Hold an exam or assessment in an ICTO computer room <https://icto.um.edu.mo/academic-computing-facilities/computer-room>

# MORE RETRIEVAL PRACTICE ACTIVITIES, INCLUDING QUIZZES

RETRIEVAL PRACTICE ACTIVITIES ALLOW STUDENTS TO PRACTICE RECALLING INFORMATION FROM CLASS ACTIVITIES, LECTURES, READINGS, AND SO ON. IF SPECIFIC TO COURSE CONTENT, AI WOULD NOT BE HELPFUL IN THESE ACTIVITIES (PARTICULARLY IF COMPLETED IN PERSON).

- **BRAIN DUMPS: ASK STUDENTS TO WRITE DOWN EVERYTHING THEY CAN REMEMBER FROM A PREVIOUS LESSON.**
- **TWO THINGS: ASK STUDENTS TO RETRIEVE TWO THINGS THEY LEARNED AT THE END OF CLASS.**
- **LOW-STAKES QUIZZES (INDIVIDUAL OR GROUPS)**
- **QUIZZES WITH IMAGES**

Sources: <https://www.retrievalpractice.org/why-it-works>

[https://teaching.vt.edu/content/dam/teaching\\_vt\\_edu/resources/Quizzes%20as%20Retrieval%20Practice.pdf](https://teaching.vt.edu/content/dam/teaching_vt_edu/resources/Quizzes%20as%20Retrieval%20Practice.pdf)



# Conversation question

Discuss with a partner.

What type of assessments would you suggest or design for a course you are teaching?

What is the focus of that assessment, i.e., critical thinking/analytic skills, recall of information and basic comprehension, or something else?





# Conversation question

**In small groups**

**How can we reinforce and teach students how  
and when to cite?**







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