2024 Showcase 2 – Abstract

Assessment Design and Implementation in the Age of GenAI @ THSA

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This paper documents a two-stage process in developing secure and authentic assessments which were tested via Pilot Project in a set of units in Term 4 at The Hotel School Australia that addresses both the temporal and budgetary parameters of the SCModel and the threats and opportunities presented by the advent of GenAI.

The advent of GenAI has posed existential threats and opportunities to a wide range of industries – most critically, the knowledge-based industries. For all of us in higher education that addresses both the future career opportunities for our students (how they will use GenAI in their careers) as well as the very core of our educational practice (how do we conduct of secure and authentic assessments). The proactive stance adopted by TEQSA (2023) "Assessment in the Age of GenAI", and its recent RFI (Request for Information on GenAI) highlights the urgency and importance of this challenge.

We started using a multi-prong approach that involves elements of "design thinking" (Brown, 2009), "user-centred design" (Norman and Draper, 1986) along with elements of Reis' (2011) "lean start up" model. The team developed a framework of acceptable activities which were winnowed down, by way of experimentation and debate, to arrive at the resultant Assessment Regime.

From there we focused on the assessment specification processes involved in the Pilot Project. Using a multi-prong approach that was inspired by Puentedura's SAMR Model, we experimented with a range of assessment activities within the broad framework established in the first part of our work. The SAMR model was developed to provide a framework by which emerging digital technologies can be employed to increasing levels of sophistication. Critically, whilst originally conceived by Puentedura as a pedagogic model, SAMR can also be used to frame assessments.

Finally, the team rolled out these assessment activities in Term 4, 2024 wherein the students received additional training and support in the use of COPILOT. During term

colleagues met weekly to discuss any issues arising from the students' use of COPILOT in undertaking the new look assessments.

Additionally, to add a bit of meta irony, we used GPT4o to assist the team in assembling and sense testing our thinking: in effect, GPT4o became a "critical friend" to the project team. We will showcase the resultant Assessment Regime in the presentation.

References

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