



# Assessing Student Learning in the Age of Artificial Intelligence

Thursday, April 13, 2023



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

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TEACHING & LEARNING  
INNOVATION

# Facilitators

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# Agenda for Today



Article Takeaways



Jam Board Break out session  
[20 minutes]

Three prompts

Five breakout rooms



Bringing it all together



Ideas and Questions

# Initial Article Take-aways

Challenge: Ease and scope of cheating enabled by A.I. may allow students to pass without learning.

*How do we then, measure student learning?*

1. Create conditions in which cheating is difficult.

Option: Implement closed-book, closed-note, closed-internet exams in a controlled environment.

Option: Ask students to draw on what was said in class, and to reflect on their own learning process about a topic or skill important to your field.

2. Make cheating less relevant.

Option: Let students collaborate and use any resource at their disposal.

Challenge: A.I. tools are here to stay.

- What are some ways in which students could “partner” with A.I?
  - Get personalized support - unlike an instructor with “85” student teams to oversee, A.I. is always available.
  - Brainstorm ideas together.
  - Understand difficult concepts via “conversations” with the bot/A.I.
  - Take risks by tackling something ambitious and learning to analyze the outputs.
- How can we help prepare our students for success in an A.I. inclusive world?
  - Help them understand how AI tools work.
  - Show them how to analyze, criticize, and integrate the information it provides.
  - Use and manipulate A.I. in professional, ethical, discipline-supported ways.

# Despite being in this “fresh new hell...”

(quote from the article)

*“Why are professors collecting students’ responses to that prompt in the first place?”*

In other words, let’s accept the challenge of “layered learning” in order to show and prove that our students have learned.

## Summative Assessment (SA)

SA provides a “snapshot” of a student’s progress in a moment of time.

Example: grades students get on a test or in a course

## Formative Assessment (FA)

FA is assessment for learning; usually ungraded; the activity provides immediate feedback to the instructor about the student

Example: Think/Pair/Share activity; World Café; Muddiest/Clearest Point; Verbal or Written in-class summaries; Kahoot; Mentimeter

*How do we develop assignments that incorporate the use of ChatGPT and other A.I. instead of enticing students to use A.I. to do their work?*

Option: Make it mandatory or incentivize students to disclose when ChatGPT was used on assignment.

Option: Assign students to use A.I. as part of the assignment process and then have them analyze the output for correctness.

# Take-aways for Teaching

## Challenge: Re-organize assessment tasks and activities

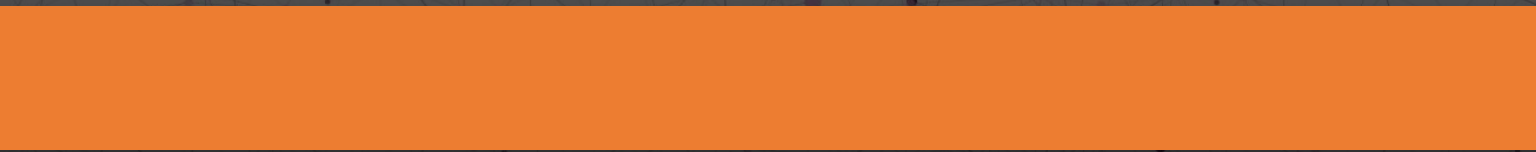
- Ask yourself, “*What skills really matter in the context of your course, program, and career-readiness?*”
- Option: Use class time to develop the most important or significant skills in your field with your students.
  - *Practicing skills*
  - *Research in the field*
  - *Problem solving*

## Challenge: Adapt rubrics

- Ask yourself, “*What is lost if students feed the question into a bot?*”
  - How do we mitigate that loss?
- Option: Emphasize process, not just product.
- Option: Reconsider the way writing is used for assessments in courses that are not designed to develop writing.
- Option: Grade writing on a single-point rubric.
  - Example: Does the report/assignment have “energy”? (A quality that some professional writers find missing from A.I. generated text.)
  - Be mindful of parameters like “temperature” for instance, in ChatGPT, before choosing a criterion.



# Breakout Sessions





## Prompt # 1

What strategies from this article, from another resource you've read, or from your own experience would be effective in minimizing student interest in cheating using A.I.?



A decorative graphic at the top of the page featuring a network of white dots connected by thin white lines, set against a dark grey background that fades into white at the bottom. The dots vary in size, and the lines form a complex, interconnected web.

## Prompt # 2

What strategies have you used, or are you aware of, for using A.I. to support assessment and/or foster student learning in your courses?



## Prompt # 3

Please share an example of an effective approach to using A.I. within your academic discipline or area of expertise.

# Bringing It All Together

- Jamboard Responses
- Additional Ideas & Questions
- Next Event:
  - Student Engagement in the Age of A.I.
  - Thursday, April 27<sup>th</sup>
  - 10am – 11am via Zoom