

ASCILITE 2025

Future-Focused:

Educating in an Era of Continuous Change

From recoil to reflective: Developing student, educator and GenAI partnership through assessment design

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The sudden emergence and unprecedented growth of GenAI tools in the higher education landscape presents educators with new and significant challenges. In the face of these, we argue that educators should move from prohibition to supporting students to learn through collaboration with GenAI, but that their own values towards assessment and AI are central to this shift. This workshop will build on an assessment typology developed by the authors. The typology has been designed to assist educators to identify and communicate authorised GenAI use, and to build assessments that identify and prescribe appropriate student use of GenAI tools. Participants will leverage GenAI tools to reflect on their own biases and practices related to assessment design and GenAI. This reflective approach encourages educators to explicitly articulate aims for student learning as well as their own values for assessment design. The hands-on workshop will offer participants opportunities to deepen their teaching practice, while refining assessments relevant to their own teaching contexts. The design and delivery of the workshop will draw on the hosts' experiences providing professional development workshops in their home institution that have introduced staff to GenAI tools, challenges and uses; teaching practice; assessment design; and student feedback literacy.

Keywords: Generative AI, teacher reflection, authorised use, assessment design

As GenAI continues to improve its offering and grow its influence, higher education institutions are still struggling to adapt to the challenges it presents. This is particularly evident through assessment practices, where the task of reliably evidencing learning (Griffin, 2018) becomes increasingly complex although educators continue to seek valid demonstration of students' development and progress (Donarski & Bennett, 2020). This evidence is proving increasingly difficult to rely on when students can complete assessment tasks without understanding underlying concepts, or if they are unable to evaluate the validity of the output (Corbin et al., 2025; Nikolic et al., 2024).

In the face of these challenges, we suggest that educators may leverage GenAI tools to create new learning experiences for students, and update assessment practices to suit. To engage effectively in a search for alternative means to validate learning, educators themselves need to explore their own biases related to assessment. Educators can and should challenge themselves to make explicit the aims as well as their own values in assessment design. Reflective practice is a long-relied upon professional development tool to improve teaching quality (Bolton, 2010), and is therefore relevant to this challenge. Reflecting independently and in isolation is difficult however, and deters many from engaging on this enriching process (Bray & Fotheringham, 2022). This workshop will provide participants an opportunity to explore and test new assessment designs, and to challenge their own assumptions through reflective thinking with colleagues, and with the assistance of GenAI.

This workshop will draw on the extension of a framework and 'authorised use' statements developed by two of the workshop hosts. The framework considers GenAI through the lens of groupwork ("Whodunnit" Framework (Tregloan & Song, 2024)) and was designed to assist educators to develop and communicate authorised GenAI use for student learning. The 'authorised use' statements seek to clearly communicate suitable GenAI use in assessments, using consistent language. Through the workshop, participants will engage in Gibbs' Reflective Cycle (1998) to (re)view current assessment designs through these lenses. The workshop will also support participants to engage with GenAI as an active partner in their reflective thinking with prompts prepared by the hosts. The processes of supported refinement will offer educators "food-for-thought" and opportunities for critical reflection on the functional qualities and capabilities of GenAI, its appropriate integration and aligned use, and their own values and ambitions for student learning. Participants will leave the workshop with a deepened understanding of their own practice, and with new ideas for assessment design responsive to GenAI.

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The design and delivery of the workshop will draw on the hosts' experiences providing professional development workshops in their home institution that have introduced staff to GenAI tools, challenges and uses; teaching practice; assessment design; and student feedback literacy. Links and resources will be provided, and available for participant use after the workshop.

Workshop Plan (half-day session)	
Title	From Recoil to Reflective: Developing Student, Educator and GenAI partnership through assessment design
Audience	Higher Education (HE) teachers (no GenAI expertise is required)
Venue	Projector/screen to connect laptop(s) for PPT slides
Participants	Min 8 to Max 25 participants
Workshop Objectives	
- To provide HE teachers with: - a framework and supported practice for redesign of assessment activity that incorporates AI, and - a set of tools to reflect on and articulate their own values related to student learning	
Pre-workshop Prep for Participants	
- Participants will be provided with access to online resources and links in advance of the workshop - Participants should bring a current assessment item from a subject that they teach or are familiar with	
Workshop Details and Outline	
<u>Introduction to the Workshop</u> ⇒ Introductions and Background scholarship and resources	
<u>Activity 1 – Review of assessment items</u> ⇒ Applying 2-3 examples of 'authorised use' statements using designed GenAI prompts	
<u>Activity 2 – Reflecting on educational values</u> ⇒ Participants pair with workshop partners, to reflect on educational values surfaced through activity 1 Participants will be invited to share their experiences of Activities 1 + 2	
Break	
<u>Activity 3 – Redesign the Assessment Item</u> ⇒ Redesigning assessment item(s) by considering the following key themes and the context of own institution and discipline: a) Assessment Security b) Inclusion and equity c) Authentic assessment approaches d) Building AI collaboration skills Participants will be invited to share redesigned assessment items and reflective insights from the session	

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