PEDAGOGICAL DESIGN FOR AUTHENTIC ASSESSMENT OF LEARNING IN THE DAWN OF THE GENERATIVE AI ERA [ABSTRACT]

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ABSTRACT

Aim/Purpose	This paper showcases a blended subject of a postgraduate degree in an Australian university, where content delivery and assessment practices were combined to enhance student engagement, peer learning, and to assure authentic student assessment.
Background	As generative AI emerged around 2022, it forced a transformation of pedagogical practices in higher education, including assessment. In particular, concerns over assuring assessment authenticity required a redesign of delivery modes as well.
Methodology	The article shares insights based on the subject coordinator's reflection after delivering the subject five times.
Contribution	The paper shares interrelated pedagogical practices for encouraging student learning while assuring assessment authenticity.
Findings	The learning design includes scaffolding through individual and group micro-assessments, and the authenticity of assessment is assured through content requirements, group accountability, and in-class discussions.
Recommendations for Practitioners	Educators seeking to engage students in learning and assure the authentic of their assessment could adopt elements this interrelated subject design.
Recommendations for Researchers	Researchers should be critical of reported student performance since 2022 given the proliferation of GenAI, and assessment methods should be taken into account.

Impact on Society	Using this learning design can address concerns over effective student learning in higher education, producing graduates better equipped for critical thinking and analysis of GenAI outputs.
Future Research	Future research should examine the effectiveness of this design and compare it with other designs.
Keywords	generative artificial intelligence, higher education, learning design, assessment design

AUTHOR

Dr. Irit Alony is an early career researcher on a strong upward trajectory towards leading research on transformative organisations. She has substantial expertise in the areas of volunteering, corporate social responsibility (CSR), employee engagement, and blood donations, and experience in qualitative and mixed-methods research. Irit participated in and led several grant-funded impact-oriented research projects aiming for pro-social societal transformations through organisations with partners such as the Australia Museum, Stem Cell Donors Australia, and Lifeblood. She supervises several HDR students and chairs her Faculty's Early Career Research Network. She is a Senior Lecturer of Management at the University of Wollongong.