



AI & the need for a Paradigm change in HE Assessment

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Rethinking & Refreshing Assessment in HE is not NEW!

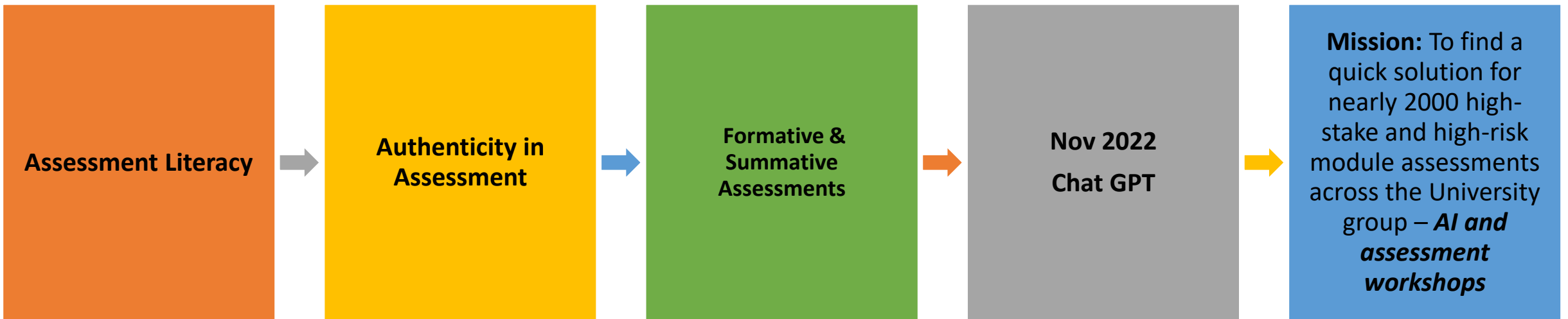
It has been of interest to many educators and researchers since decades ago (for instance, see Boud & Falchikov, 2007)

Contract cheating/Essay mills

The wants and needs of the 21st Century education and contemporary students' expectations

Engagement and Personalisation of Feedback

Introduction



The Assessment SPRINT Project

In a swift response, I created Assessment SPRINT for the London Campus into two phases:

Phase 1: Triaging and *inflight changes* (embedding formative assessments, Alternative Assessments, and Chunking assessments)

Nearly 80 high-risk and heavy-stake module assessments

Phase 2: Long-term redesigning assessment based on two main pillars of *continuity and authenticity*

Won the prestigious VCTF 2023 award

Opportunities & Impact



Student-Centre approach: **Making assessment an integral part of the learning journey**, enhancing engagement and attainment.



Embedding professional and life skills in assessments for real-world problem-solving capabilities, resilience, self-confidence, teamwork, ethics, etc



Integrating **work-integrated learning** environments, promoting **employability and student engagement**.



Significant impact on B3 Metrics: **continuation** (the proportion of students who continued their studies into a second year); **completion** (the proportion of students who can be tracked through to the end of their qualification); and **progression** (the proportion of graduates in employment or further study 15 months after graduation)

Implementation



SPRINT Team – Forming and training the facilitators



Individual meetings with Program managers



SPRINT Away day with every program team



SPRINT *team facilitating the program teams* to decide the ***appropriate inflight changes*** for each one of the ***high-risk and heavy-stake*** module assessment



We start with the most enthusiastic PMs

Challenges



Module Ownership: It is one of the major challenges. This challenge can be addressed through the Assessment Innovation Program (AIP). Appointments of Assessment Innovation and Improvement Champion (AIIC) for the London Campus. This role will be pivotal in streamlining the ownership process to facilitate smoother academic operations.



Staff Training: This is another critical aspect that the SPRINT phase two and the AIP team focus on. Inspire & Elevate workshops, to support the long-term redesign of assessments. These resources will help design multimodal, authentic, and rich formative assessments.



PMs Resistance: Resistance to reform and change is a common challenge; however, phase one of our initiative has provided valuable insights on transforming this resistance into opportunity. Some Program Managers (PMs) have embraced the changes through dedicated meetings and discussions and become champions advocating for this project.

External Engagement & Future Directions



Presentations and Collaborations: Successful presentations at AHE 2023 and collaborations with Cardiff Metropolitan University, Birmingham University, GHEDEX Oman, Follow-up presentation at AHE 2024 (June 2024)



Embrace generative AI: Encouraging the responsible use of AI among staff and students, focusing on process over product.



Sustainable Development Goals: I am organising the first Education for Sustainable Development at UoSIL to facilitate integrating SDGs into the university curriculum, enhancing student engagement and promoting employability.

Thank you for listening