FITE Case Studies (1)

Redesigning and Implementing GenAI-ready Assessment

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Faculty: Faculty of Health and Social Sciences (FHSS)
Institution: The Hong Kong Polytechnic University (PolyU)

Subject title: Eyes on Vision (SO2D1)
Year level: Year 2 undergraduate GE and CAR subject
Class size: Approximately 80 students
Mode of delivery: On-campus and/or MOOC
List of materials collected:

- Subject description form (original & redesigned versions)
- Task description (redesigned version)
- Rubrics (redesigned version)
- Sample student work

WHAT WAS THE PREVIOUS ASSESSMENT DESIGN?

Prior to the redesign, students were asked to submit a group project work as a major part of their assessment (50% weighting). The work can be in the form of a poster, a video clip or a PowerPoint slide show. The intended learning outcomes of the project were for students to use different strategies to plan, design, create, and present information learned on a topic of interest (i.e. on eyes or vision) and to evaluate information from a variety of sources and debunk myths about the eyes and vision. Students were assessed by course instructors and peers, on whether the work is interesting, informative, accurate, creative and appropriate.

WHAT WERE SOME RECOMMENDATIONS AND ADVICE?

· AI is rapidly evolving, teachers need to stay up-to-date with the latest developments and be prepared to improve the design of assessments regularly.
· When designing GenAI-expected assessments, teachers need to provide clear instructions and sufficient guidance to students.
· Teachers need to explain clearly to students on how the use of GenAI will affect their grades.

WHAT WERE THE REASONS FOR THE ASSESSMENT REDESIGN?

To redesign the group project, so that the assessment and rubrics can accommodate students' use of GenAI in an ethical and effective manner, and that however GenAI is used, it will not undermine the validity and reliability of the assessments as a measure of the students' achievement of the intended learning outcomes. Another aim is to define clear expectations and provide clear guidelines to students on the use of GenAI for group project. Lastly, they want both students and teaching staff to learn how to best incorporate GenAI tools and stay ahead as the technology evolves.

HOW WAS THE ASSESSMENT REDESIGNED?

1. Students were asked to read the Student Guide on the Use of GenAI released by the University and familiarise themselves with PolyU's stance on the use of Gen AI in learning.
2. Students were encouraged to use different GenAI tools (e.g. ChatGPT, Scispace, Research Rabbit, Midjourney, Canva, Murf, etc.) in their group project. Clear guidelines and expectations on the use of GenAI tools, including acceptable usage and ethical concerns, were given to students.
3. Students were asked to keep a log detailing how they have used GenAI in their project. They were also asked to reflect on the use of GenAI in their project work and submit the reflection (200–300 words) as a group. The reflection focused on how the use of GenAI helped them achieve the intended learning outcomes, the challenges they faced in using the technology (e.g. identifying inaccuracies) and why they chose one tool over another, etc.
4. The assessment rubric for the group project was updated to evaluate how well students had accommodated the use of GenAI in an ethical, responsible, and effective manner.

WHAT WERE THE STUDENT FEEDBACK AND THE IMPACT OF THE NEW ASSESSMENT DESIGN?

Students found GenAI tools were particularly useful for:

- brainstorming ideas and exploring various scenarios
- providing grammar checks and vocabulary enhancements
- promoting creativity (those art and design tools helped create new graphics and animations)

Teachers found the use of GenAI tools greatly improved the quality of student work, especially in information presentation and creativity.

WHAT WERE THE CHALLENGES FACED DURING IMPLEMENTATION?

· Reluctance: Some students were reluctant to use GenAI tools at the beginning. They needed to be encouraged and guided to appreciate the benefits of using the tools.
· Over-reliance: Some students over-relied on GenAI tools when researching information, leading to accuracy issues.
· Worries: Some students were worried about how the extent of the use of GenAI tools would affect their grades.