FITE Case Studies (2)

Redesigning and Implementing GenAI-ready Assessment

Teacher's name: Prof. Rachel Weng
Department: Chinese and Bilingual Studies (CBS)
Faculty: Faculty of Humanities (FH)
Institution: The Hong Kong Polytechnic University (PolyU)
No. of years teaching the subject: 1st time teaching the subject

Subject title: Translation for Corporate Communication (CBS3843)
Year level: Year 2 and 3 UG students major in BA Linguistics and Translation
Subject type: Discipline-specific subject
Class size: 100 students
Class activities: 2-hour lecture and 1-hour seminar (3 groups) per week
List of materials collected:
· Subject description form (original redesigned versions)
· Task description of Assignments 1 & 2 (To collect the implemented one)
· Assessment Rubric (To collect the implemented one)
· Sample student work (from PowerPoint presentation)

WHAT WERE SOME RECOMMENDATIONS AND ADVICE?

1. Provide some training [to students] beforehand on how to use AI tools effectively in the field.
2. Set clear rules in the assessment about how they can use the AI tools and punishments if they do not follow the rules.

WHAT WAS THE PREVIOUS ASSESSMENT DESIGN?

Prior to the redesign, the assessment methods for the subject were:
1. Two assignments (25% each)
2. A group project (30%)
3. In-class participation (seminar exercises) (20%)

WHAT WERE THE REASONS FOR THE ASSESSMENT REDESIGN?

Considering the impact of AI on translation practice and training, the teacher believes that there will be an acceleration from doing raw translation work to working alongside automation tools, including machine translation (MT) tools and GenAI tools. Yet, human translators still play a crucial role in ensuring quality, accuracy, cultural relevance, and ethical responsibility in translations.

As a translation course instructor who trains future linguists and translators, she feels the need to equip students with the essential skills for professional translation practice, and at the same time, maintain a balance between utilising automation tools and fostering the development of specific cognitive skills pertinent to translation. This motivated the teacher to redesign the subject assessment into GenAI-ready assessment that
- Closely mimic real-world settings **(authentic assessment)** and
- Encourage students' free exploration of GenAI alongside traditional automation tools (to promote **ethical and effective use of GenAI and active engagement in learning and assessment**)

HOW WAS THE ASSESSMENT REDESIGNED?

To embrace GenAI, the teacher made several changes to the subject and the assessment.

1. First, effective use of translation tools and technology (including Generative AI) was newly added as one of the subject objectives and intended learning outcomes (iLOs), as evidenced in the subject description form
a. The subject objective, "Students will learn how to use translation tools and technology (including Generative AI) effectively in commercial translation" was newly added.
b. The intended learning outcome, "Develop the ability to use Generative AI tools, such as chatbots and language models, to facilitate translation-related work for corporate communication" was newly added.

2. Second, she updated the task requirements of two existing assignments.
a. For Assignment 1 (in Week 5), students were asked to translate an excerpt of a bilingual Annual Report of a company using any automation tools (MT engines or GenAI tools), compare the machine-generated version with the official version, and report on their process of using the automation tools and major findings of their analysis and reflection on the different versions.
b. For Assignment 2 (in Week 8) students were asked to translate a creative commercial advertisement with or without the assistance of automation tools and reflect on the whole translation process. Both assignments required students to evaluate and critique GenAI output, and reflect on their use of GenAI tools for translation.

3. Third, the associated assessment rubrics for marking Assignments 1 and 2 were revised and included criteria "use of automation tools (MT & GenAI tools)" and "decision and use of automation tools" respectively.

4. Fourth, orientation and scaffolding activities were added to lectures or tutorial sessions to guide students on GenAI usage and the University GenAI guidelines.

Overall, students needed to use GenAI to do the translation task. GenAI-related competencies are included as part of the iLOs and assessment criteria. GenAI is used as an essential and integral part of learning, teaching, and assessment.

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

According to the teacher's reflection, most of the students found the task interesting and innovative. *The integration [of GenAI into the subject] prepared students for the evolving demands of the translation industry and enriched their educational experience.*

WHAT WERE THE CHALLENGES FACED DURING IMPLEMENTATION?

Challenges when designing the assessment:
The teacher had to prevent students from over-relying on GenAI for translation tasks, balance the GenAI integration with cognitive skill development and maintain the relevance of traditional machine translation engines.
Challenges during implementation:
1. Students were lack of knowledge of GenAI tools (e.g., types of engines and platforms available) and skills to formulate effective prompts for a translation task.
2. Students used GenAI tools in doing the reflection task of Assignment 1 (which was unexpected by the teacher who asked students to use GenAI to do the translation task).
3. Students were not fully aware of the ethical issues related to the use of GenAI tools in translation, e.g., privacy, confidentiality, and intellectual property rights.

To cope with challenges 2 to 4, the teacher made several enhancements when progressing from Assignment 1 to Assignment 2.
· Provided clearer guidelines on GenAI usage and explicitly explained that students were prohibited from using GenAI for writing reflection reports.
· Increased GenAI usage in seminar exercises (e.g., comparison between outputs from different tools, background information search) so that students could have more opportunities to practise and develop knowledge and skills of using GenAI, with guided scaffolding.

WHAT WERE THE TEACHER'S REFLECTIONS (AND LEARNING) FROM THE IMPLEMENTATION?

1. The adjustments made from Assignment 1 to Assignment 2 which were based on student feedback and initial outcomes. They underscored **the need for continuous adaptation and refinement in teaching methodologies to maximise the benefits of GenAI implementation.**
2. The teacher emphasises that while GenAI tools provide valuable assistance, they do not replace human translator's judgement, creativity, and ethical considerations. This **balance [technology usage with human skills development] is crucial for preparing students** to leverage technology effectively while retaining essential human-centric skills.