Charles Sturt University

ALL STAFF DROP-IN

20 NOVEMBER 2024

Student Assessment Transformation

Acknowledgement of Country

We pay our respect to all First Nations elders both past and present across all lands where Charles Sturt University staff and students reside. We acknowledge the deep feelings of attachment and relationship of Aboriginal people to country. We also pay respect to other Aboriginal people and Elders present here.

Today's agenda

10.30	**Acknowledgement of Country**	Prof Janelle Wheat	Pro Vice-Chancellor, L&T
10.35	**Introduction and Context**	Prof Graham Brown Prof Janelle Wheat	Deputy Vice-Chancellor, Academic Pro Vice-Chancellor, L&T
10.40	**Provocation**	Dr Mark Bassett	Director, Academic Quality & Standards
10.50	**Staff perspective:** **Gen AI & assessment, NUT201**	Dr Marissa Olsen	Head of Discipline, Interdisciplinary Health Sciences
11.00	**Why programmatic assessment?**	Prof Janelle Wheat	Pro Vice-Chancellor, L&T
11.10	**Assessment at Edith Cowan University**	Prof Katrina Strampel	Director, Centre for Learning and Teaching, Edith Cowan University
11.25	**Principles, broader approach and methodology at UNSW**	Prof Gary Velan A/Prof Priya Pathak	Snr Vice Dean (Education), UNSW Medicine & Health UNSW School of Clinical Medicine
11.40	**What are we going to do at Charles Sturt? How will we support you?**	Prof Janelle Wheat Mr Mike Bryant	Pro Vice-Chancellor, L&T Director Projects, Division of L&T

Introduction & Context

Professor Graham Brown
Deputy Vice-Chancellor, Academic

Professor Janelle Wheat
Pro Vice-Chancellor, Learning & Teaching

Why are we here today?

- Address the impact of gen AI on our students and their learning
- Coming from a strong position:
  - Curriculum Architecture Principles
  - Assessment Design Principles and quality audit
  - Models of Engagement -review of student assessment
- TEQSA guidance regarding assessment reform
- Why a programmatic/ systematic approach to assessment?
- How are we as an institution transitioning our approach to student assessment?

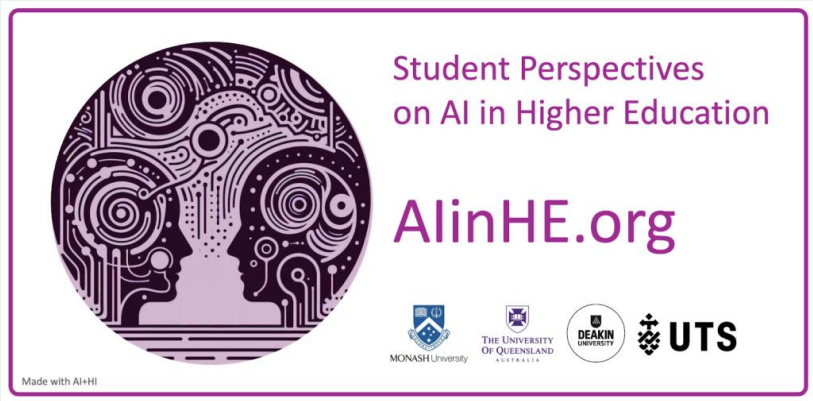
Provocation: student use of generative AI

Dr Mark Bassett
Director, Academic Quality & Standards

ARE STUDENTS USING GENAI?

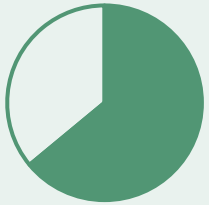
Student Perspectives on AI in HE Survey (2024)

- A cross-institutional research project involving UQ, Monash, Deakin, and UTS.
- Surveyed 8028 students from 4 universities.
- Results presented at the 2024 HEDx Future Solutions Conference



HOW MANY STUDENT USE GENAI?

83% of students report **using AI** for their studies

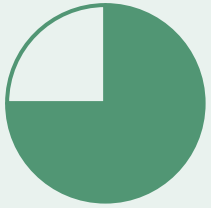


64% believe AI offers them **significant benefits**

44% use AI **weekly** or **daily**

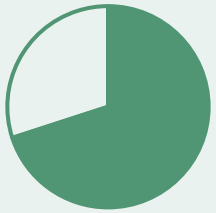
WHY DO STUDENTS USE GENAI?

85% said ‘To make things **easier**’



75% said ‘To **improve the quality** of my work’

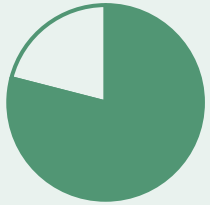
85% said ‘To make things **faster**’



70% said ‘To do things **I could not do** otherwise’

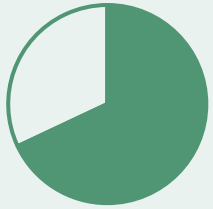
85% said ‘To help me get **unstuck**’

WHAT DO STUDENTS DO WITH GENAI?



79% said ‘To **answer my questions**’

38% said ‘To **create images** or other **visual media**’



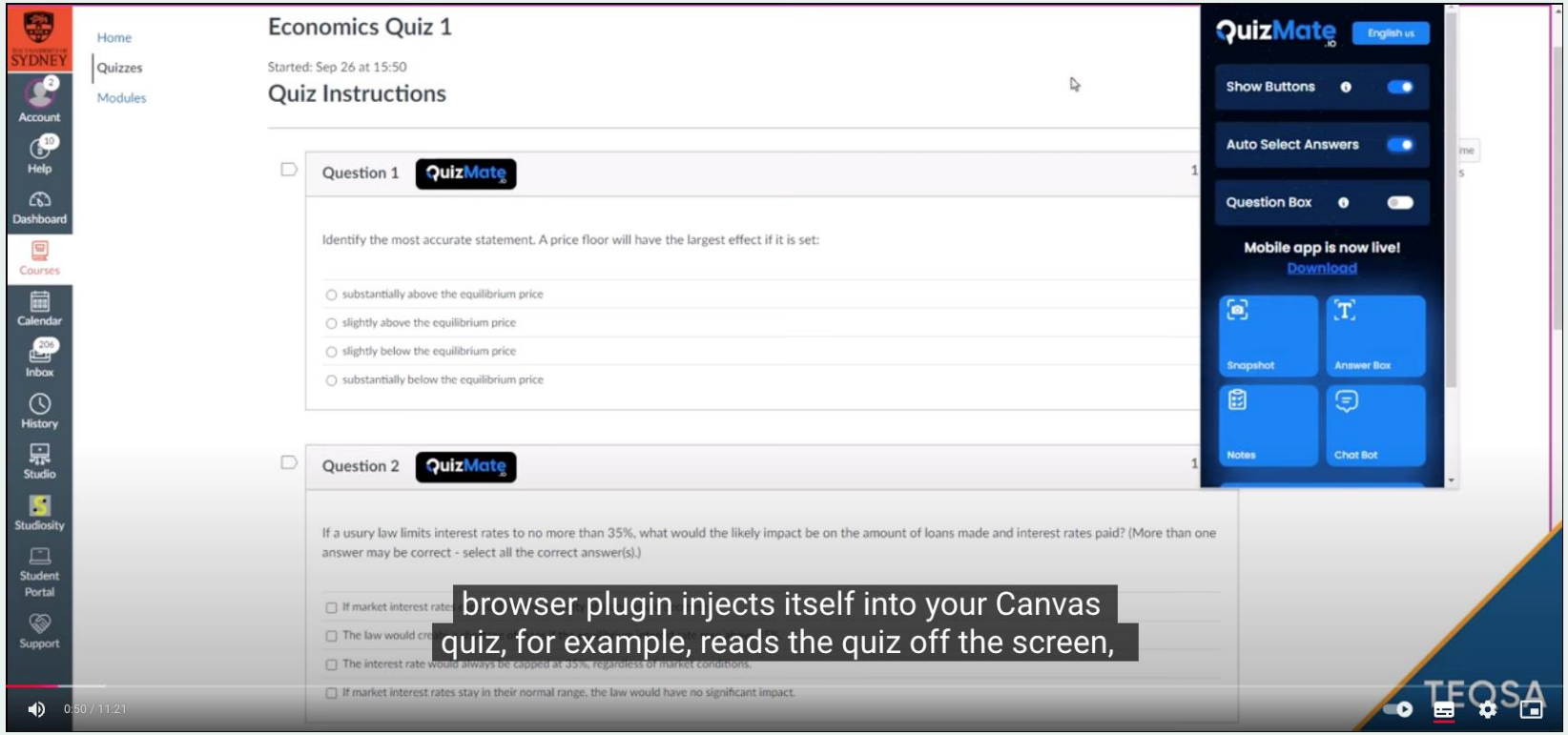
68% said ‘To **create written text** I can use’

34% said ‘To create **computer code** or other **technical outputs**’

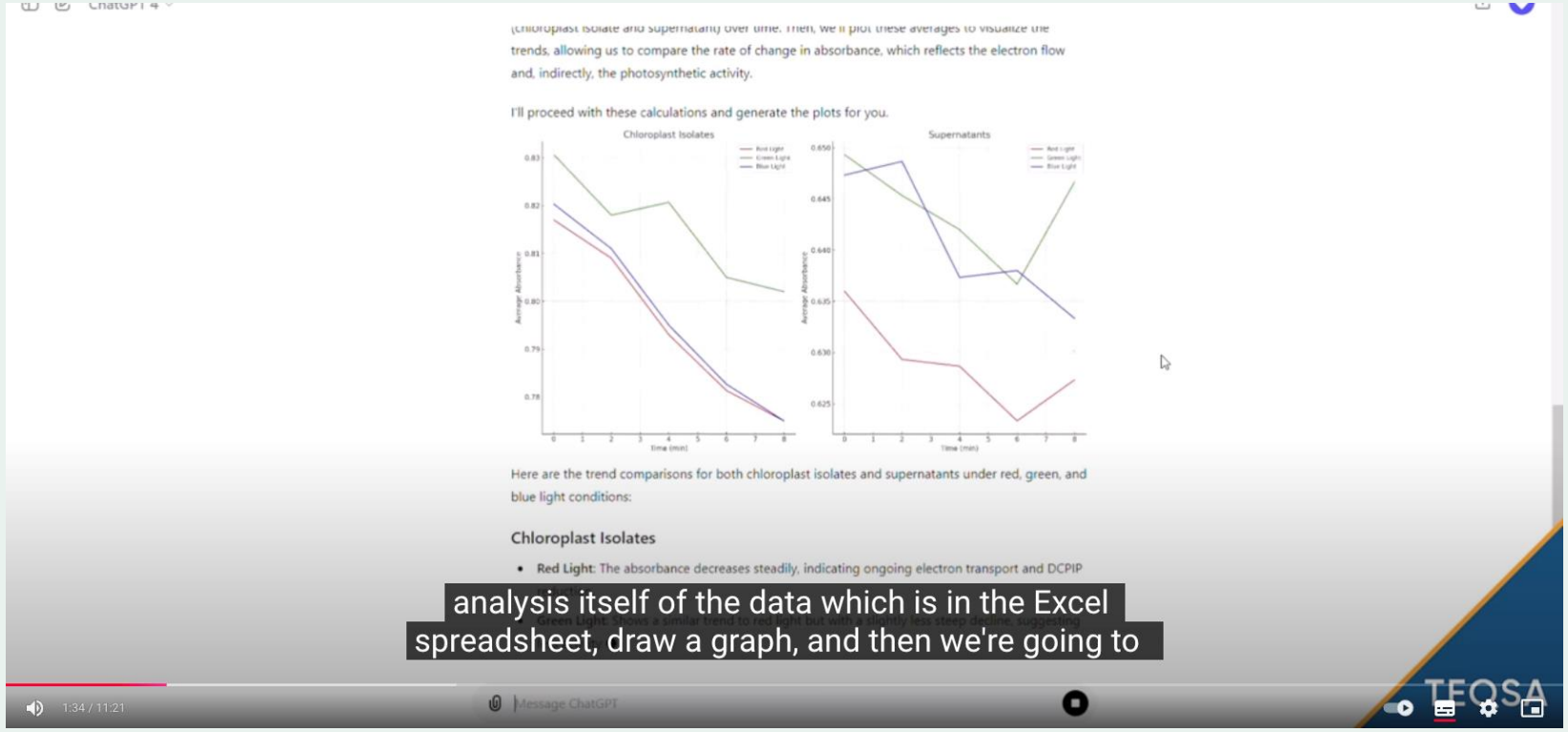
51% said ‘To **analyse documents** or **data’**

40% said they ‘used AI in assessment **when not supposed to**’

HOW SAFE ARE MY ONLINE EXAMS / QUIZZES?

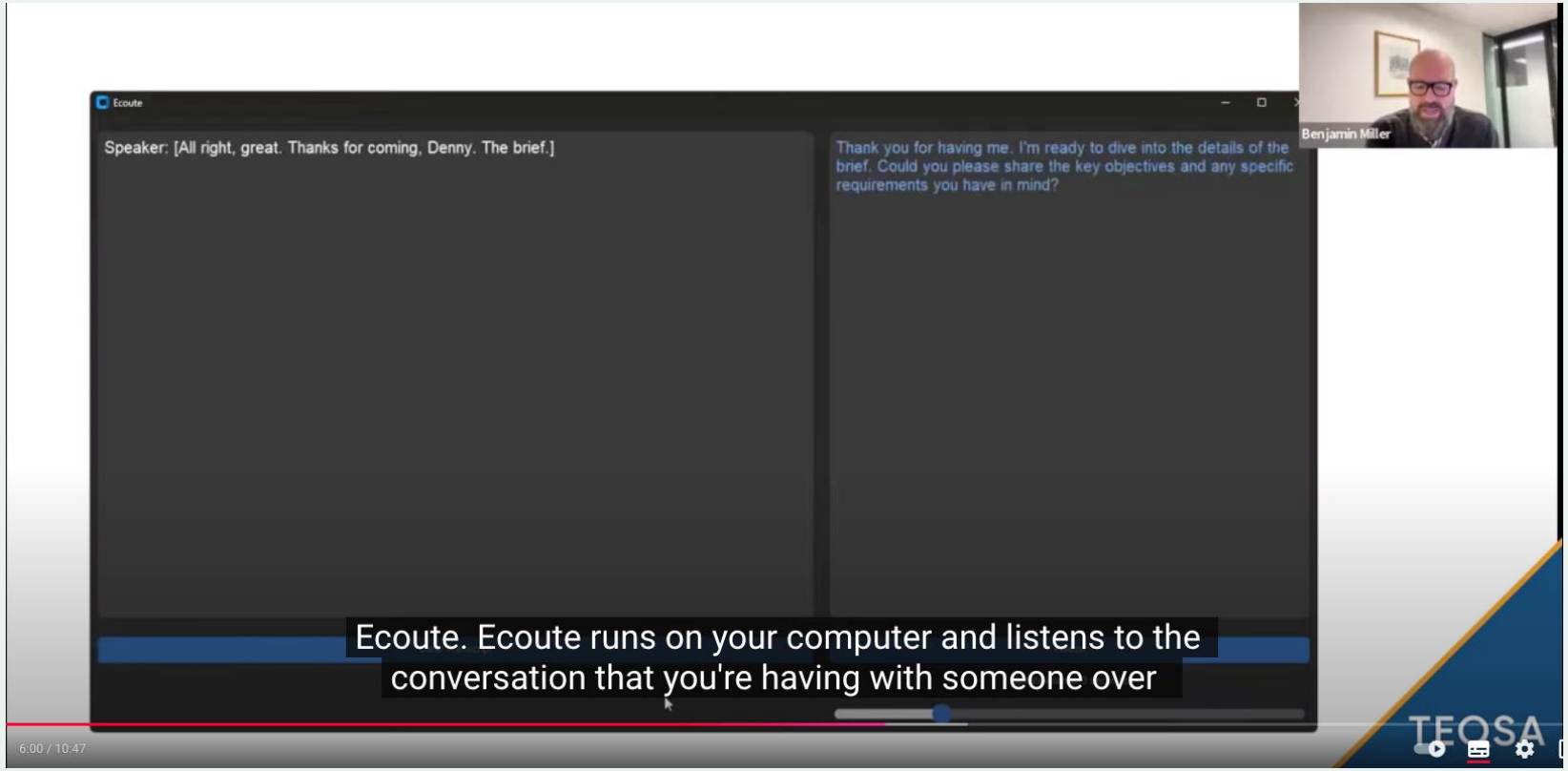


HOW SAFE ARE MY SCIENTIFIC REPORTS?



HOW SAFE ARE MY OFFLINE PRESENTATIONS?

HOW SAFE ARE MY REMOTE VIVAS?



Staff perspective:
Gen AI in assessment, NUT201

Dr Marissa Olsen
Head of Discipline, Interdisciplinary Health Sciences

Charles Sturt University

Putting AI on the menu

Dr Marissa Olsen (ON WIRADJURI COUNTRY; SHE/HER)

PHD, MSC (NUTR & DIET), GCULT, B APP SCI

LECTURER NUTRITION AND DIETETICS

COURSE DIRECTOR INTERDISCIPLINARY HEALTH SCIENCES

SCHOOL OF ALLIED HEALTH, EXERCISE AND SPORT SCIENCES

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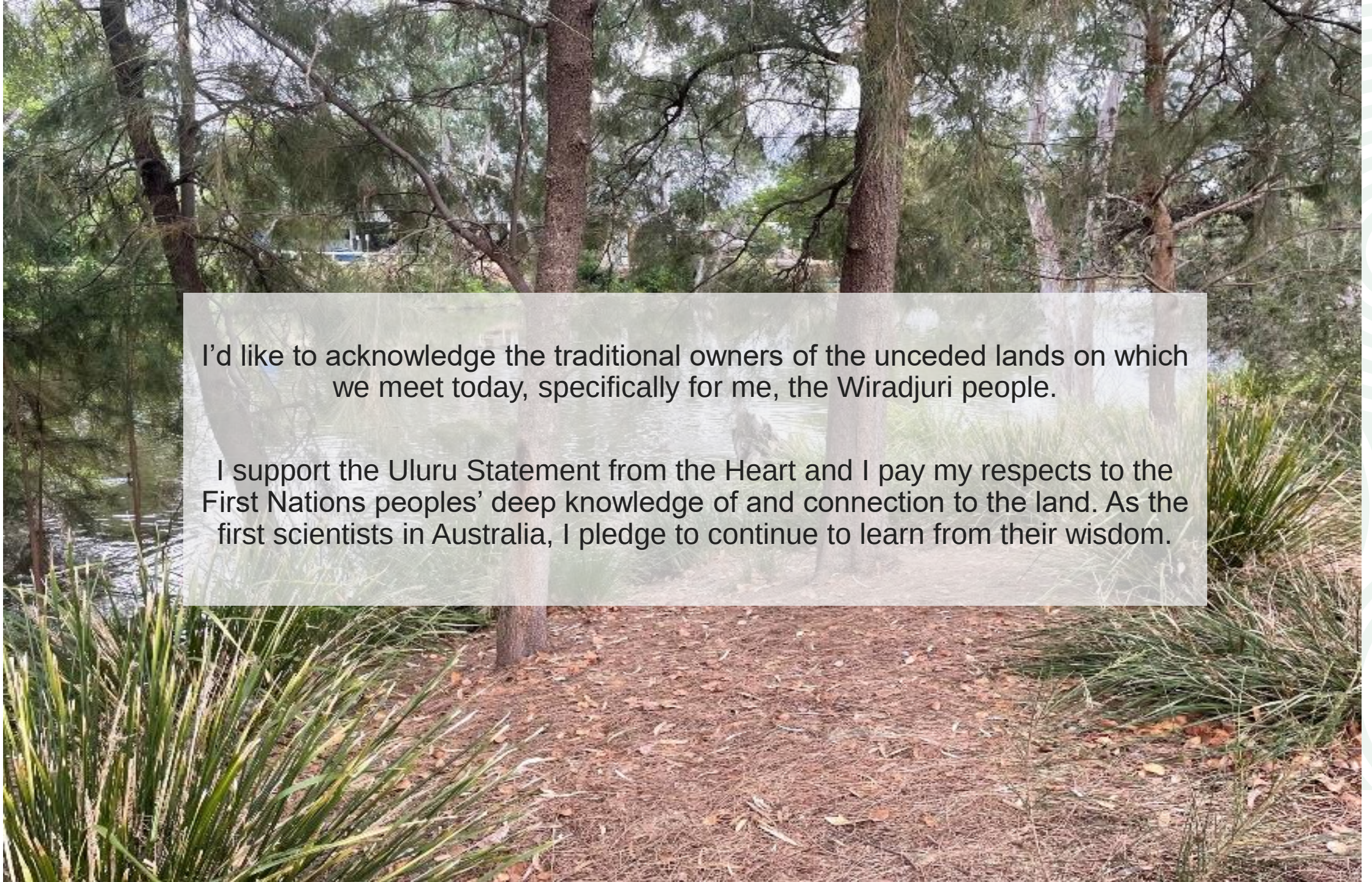


I’d like to acknowledge the traditional owners of the unceded lands on which we meet today, specifically for me, the Wiradjuri people.

I support the Uluru Statement from the Heart and I pay my respects to the First Nations peoples’ deep knowledge of and connection to the land. As the first scientists in Australia, I pledge to continue to learn from their wisdom.

What will this mean for assessment?

You can’t use AI for online interactive oral assessments, right?

But what about written assessments?

“Marissa, haven’t you heard of deep fakes?”

Am I brave enough to have a try?

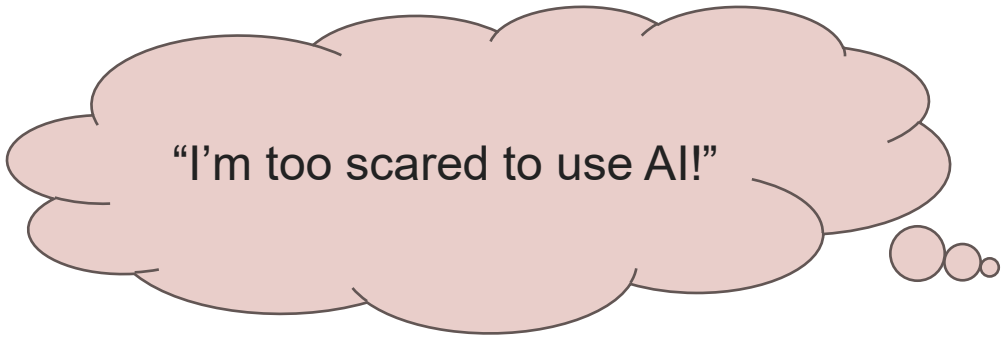
Copilot

Is Breakfast Really the Most Important Meal of the Day?

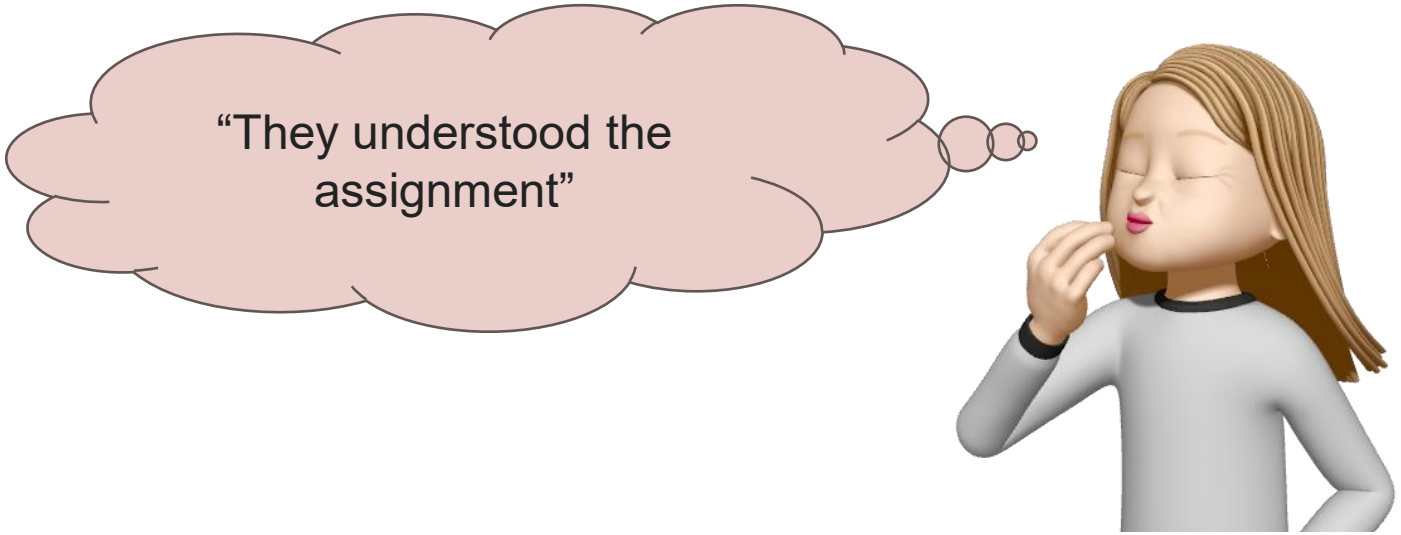
We've all heard the saying, "Breakfast is the most important meal of the day." But is there truth to this claim, or is it just a myth perpetuated by cereal companies? Let's explore the evidence and see what experts have to say.

The Case for Breakfast

1. **Energy and Nutrients**: Breakfast literally means "breaking the fast." After a night of sleep, our bodies need fuel to kickstart the day. A balanced breakfast can replenish energy stores and provide essential nutrients like protein, calcium, and fiber [1] [2].
2. **Improved Concentration**: Studies have shown that eating breakfast can enhance cognitive function and concentration. This is particularly important for children and adolescents who need to focus during school [2].
3. **Weight Management**: Some research suggests that people who eat breakfast regularly tend to have a lower body mass index (BMI). This could be because breakfast helps control hunger and reduce overall daily calorie intake [1].
4. **Better Diet Quality**: Breakfast eaters often consume more vitamins and minerals throughout the day. Foods typically eaten at breakfast, such as fruits, whole grains, and dairy, are rich in nutrients that might be missed if the meal is skipped [2] [3].



“So many red flags”



How can I help students build the skills to use AI?

How can I help students build the skills to use AI?

How can I build in flexibility in using AI?

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How can I help online students learn about AI when engagement can be so poor?

How can I help students build the skills to use AI?

How can I reinforce the importance of evidence use in learning?

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How can I help students build the skills to use AI?

How can I reinforce the importance of evidence use in learning?

How can I build in flexibility in using AI?

Was I too quick to jump in? Will students be better prepared in future?

How can I help online students learn about AI when engagement can be so poor?

How do we support students with English as a second language?

How can I help students build the skills to use AI?

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How can I reinforce the importance of evidence use in learning?

How can I build in flexibility in using AI?

Was I too quick to jump in? Will students be better prepared in future?

How do we manage issues like deep fakes and fabricated references?

How can I help online students learn about AI when engagement can be so poor?

How do we support students with English as a second language?

What can be done about the huge workload in managing academic misconduct cases?

ow can I help tudents build the skills to use AI?

How can I reinforce the importance of evidence use in learning?

How can I build in flexibility in using AI?

Was I too quick to jump in? Will students be better prepared in future?

How do we “prove” our suspicions a student has used AI when they are not allowed?

How can I help online students learn about AI when engagement can be so poor?

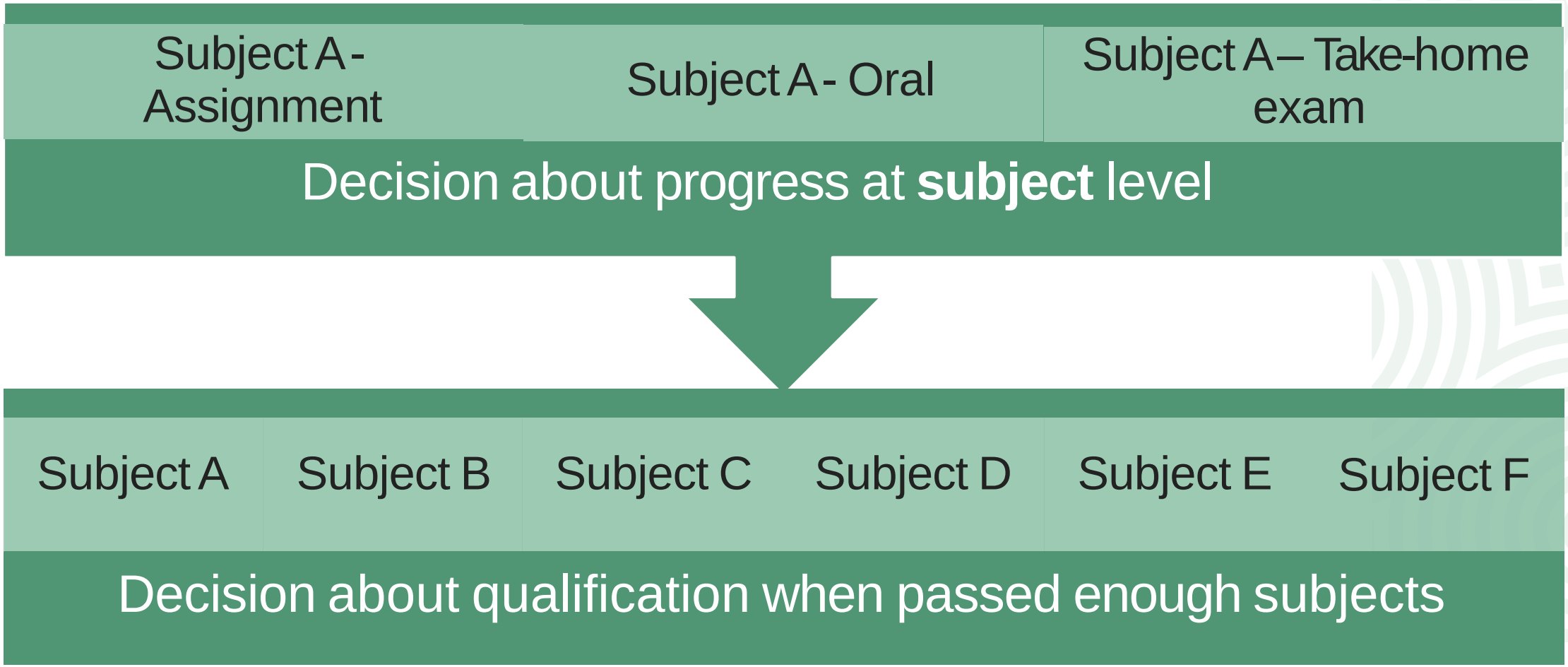
“Generally, the best way to use ChattieG is to imagine it as a talented but easily misled intern/research assistant who has a sad tendency to be sexist, racist and other kinds of ‘isms’”

Mewburn, I. (2023). Using ChatGPT (ChattieG) to write good. https://thesiswhisperer.com/2023/05/02/usingchatgpt/

Why programmatic assessment?

Professor Janelle Wheat
Pro Vice-Chancellor, Learning & Teaching

Predominant model in Higher Education

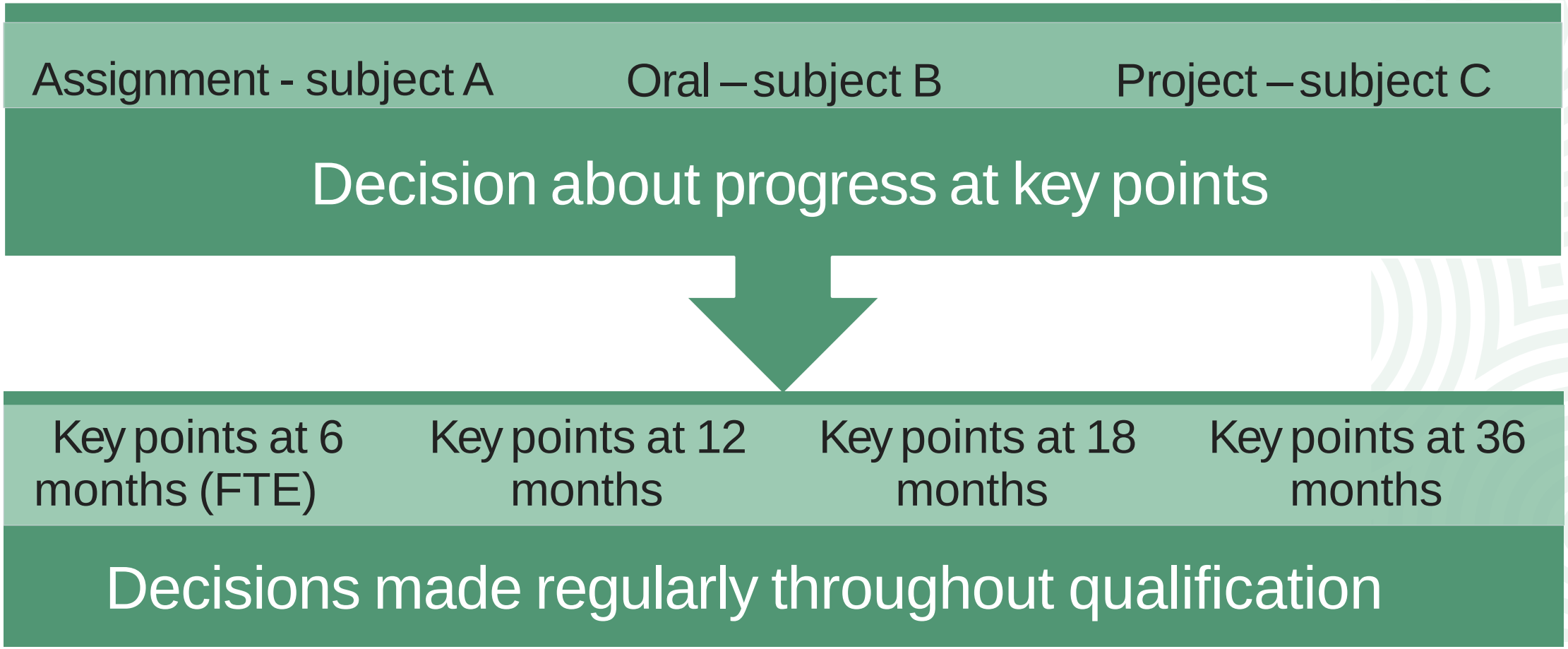


Programmatic Assessment

In programmatic assessment an arrangement of different assessment methods is deliberately designed across the entire curriculum, combined and planned to support both robust decision-making and student learning.

Baartman, L., van Schilt-Mol, T., & van der Vleuten, C. (2022). Programmatic assessment design choices in nine programs in higher education. *Frontiers in Education*, vol. 7, 931980. (https://doi.org/10.3389/feduc.2022.931980)

Systematic / Programmatic model



Principles that guide student assessment at Charles Sturt in the age of artificial intelligence (DRAFT)

1. Assessment and learning experiences equip students to participate ethically and actively in society *
2. Forming trustworthy judgements about student learning requires multiple, inclusive and contextualised approaches to assessment*
3. Assessment design considerations are across the whole course. Course level assessment is mapped to course learning outcomes at key stages.
4. Key stages consist of assessment tasks collectively designed to assure the achievement of learning outcomes at the award level.
5. AI is taught and integrated into assessment tasks aligned to professional practice.
6. Assessment that incorporates AI will always have human oversight.
7. Foundational assessment offers multiple chances to validate learning to the level of the relevant stage.
8. Subject level assessment contributes to the learning process and must be considered within the overall course design, including mapping to one or more course learning outcomes.
9. Assessment tasks may be non-weighted (formative), weighted or stage-based assessment (PS/FL).
10. Meaningful feedback processes, discussion with students, and aligned support services support evidence of learning over time

* Adapted from Lodge et. al. (2023) Assessment reform for the Age of Artificial Intelligence. Tertiary Education Quality and Standards Agency (TEQSA).

Programmatic assessment at ECU: progress, learnings to date, next steps

Professor Katrina Strampel
Director, Centre for Learning and Teaching
Edith Cowan University

Principles, broader approach and methodology for designing programmatic approach for wide-scale curricular and assessment transformation at UNSW

Professor Gary Velan
Senior Vice Dean (Education), Medicine & Health
University of New South Wales

Associate Professor Priya Pathak
School of Clinical Medicine
University of New South Wales

Programmatic Assessment for Learning (PAL) at UNSW

Student Experience Program
Assessment and Feedback Project

November 2024

UNSW's 2025 Strategy

1

Forward-Thinking Curriculum

Equipping graduates with essential skills.

2

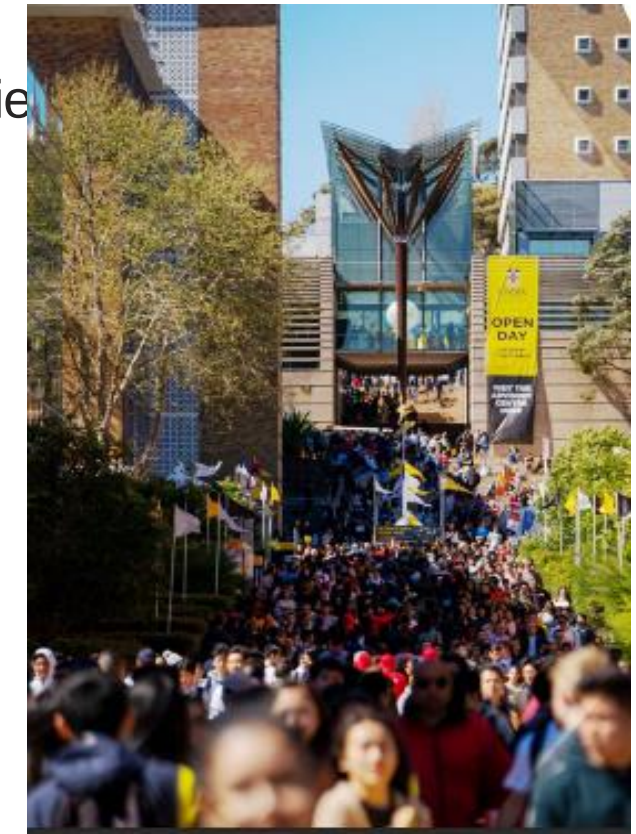
Digital Assessment Integration

High-quality learning resources with digital capabilitie

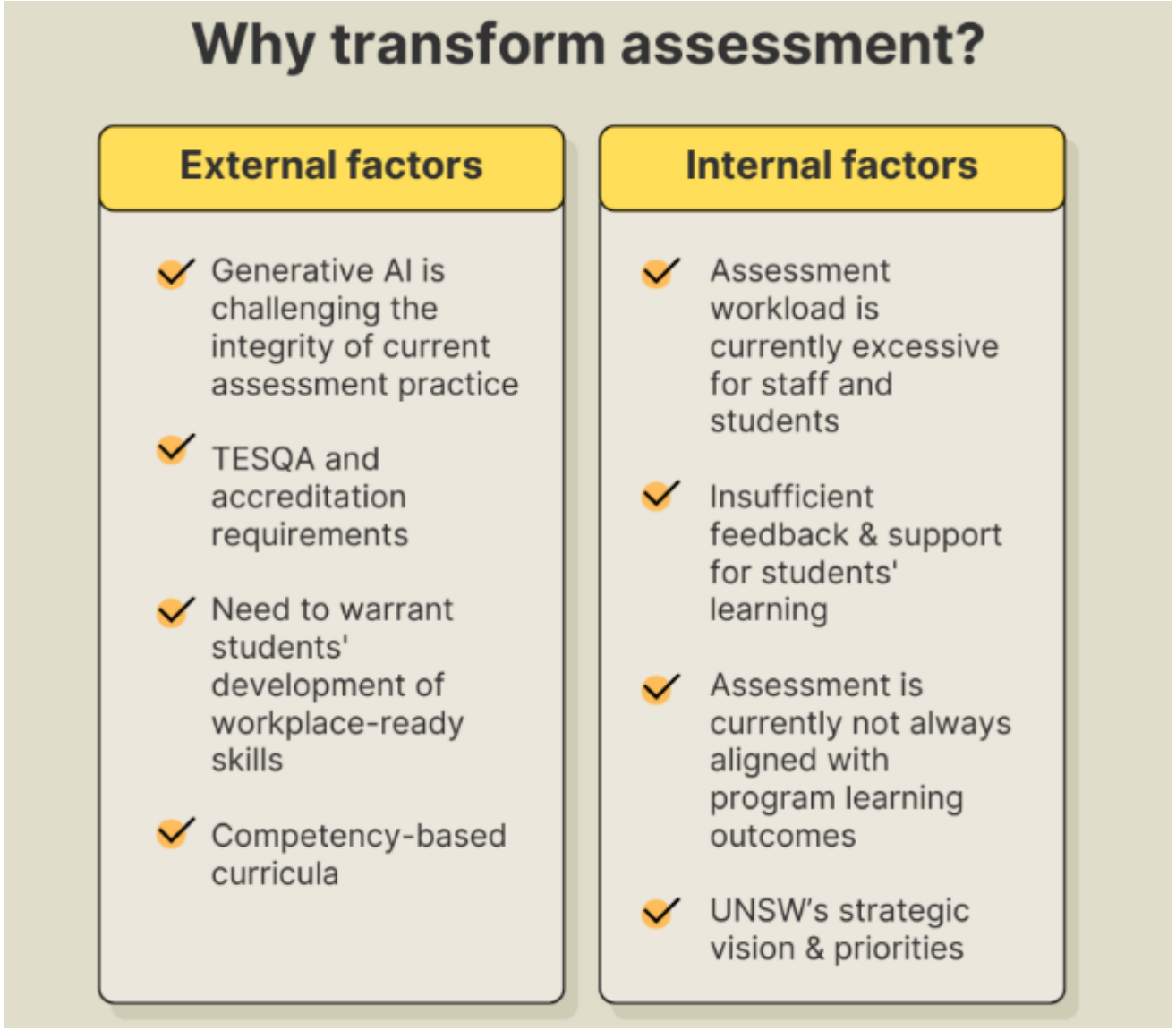
3

Centralised Initiatives

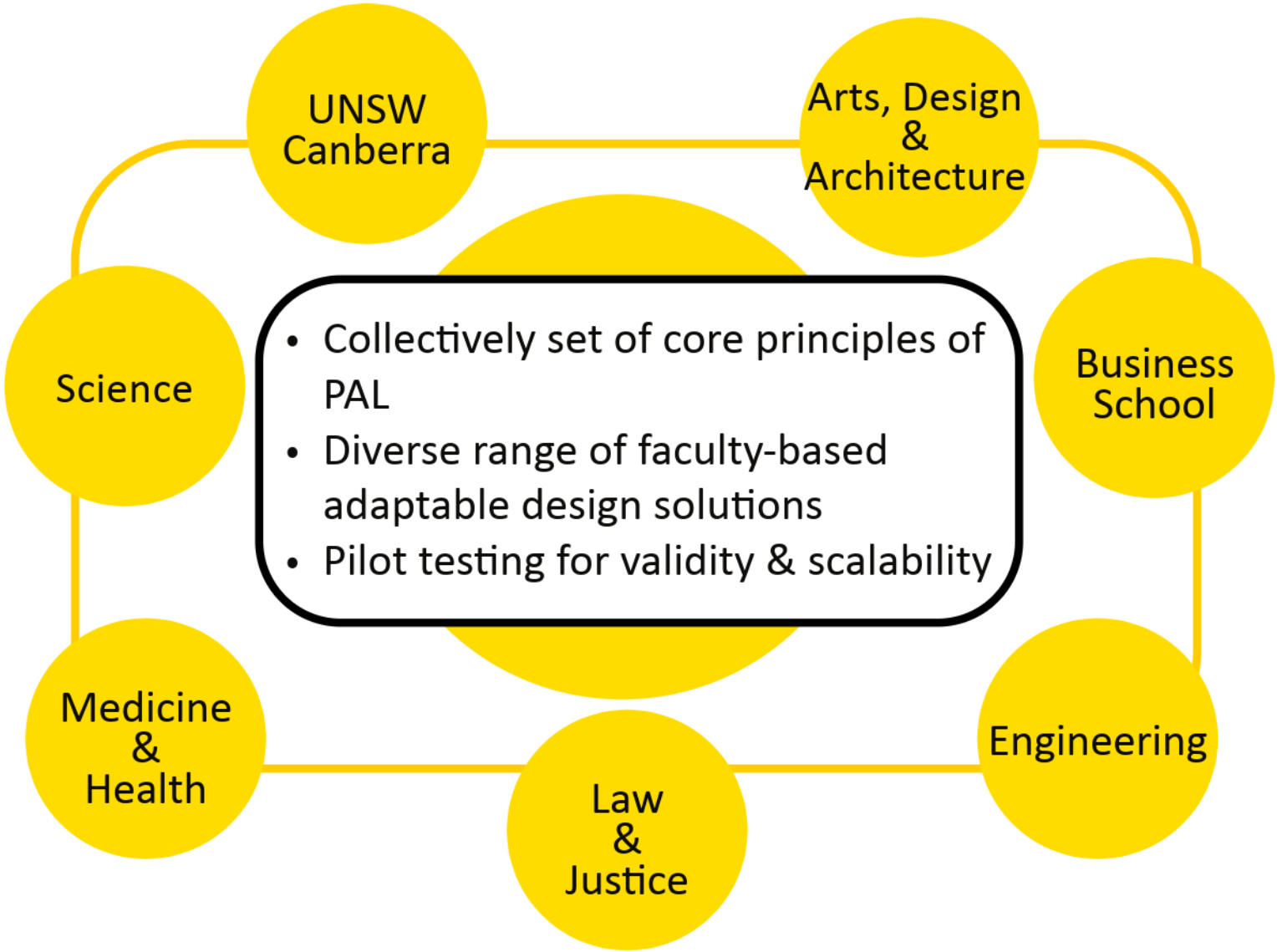
NEXUS Program
Programmatic Assessment Working Group (PAW) established.



Rationale for transformation of assessment at UNSW



Programmatic Assessment Working Group (PAW)



Programmatic Approach to Learning & Assessment

Principles	Practice
Learning and learners first	• Clear linkages of PLOs and links to Grad Caps
Explicit and meaningful linkages & messaging	• Longitudinal curriculum map • Clear standards / milestones for each PLO
Aggregation of assessment data to enhance feedback, student support, and decision-making	• Carefully choose assessments based on educational value • Collated data enhances feedback and progress
Reduction in assessment workload for students and staff	• Avoid duplicative/ non-essential assessments • One task can assess multiple PLOs
No high-stakes decision based on a single assessment task	• Each assessment is only one data point • High stakes progression decisions require more data points
Self-regulation of learning	• Students take responsibility for their learning • Affordances: Learning Plan, Advisors etc

University-side approach to PAL-Different Programs-Problems-Approach

Pre-Professional / Generic Programs

- Multiple course combinations
- Cohort diversity
- Amorphous professional identity
- Value than vocation-based

Longitudinality

- Assessment Overload
- Stakes-Decisions mismatch
- Feedback & support

Professional / Specialised Programs

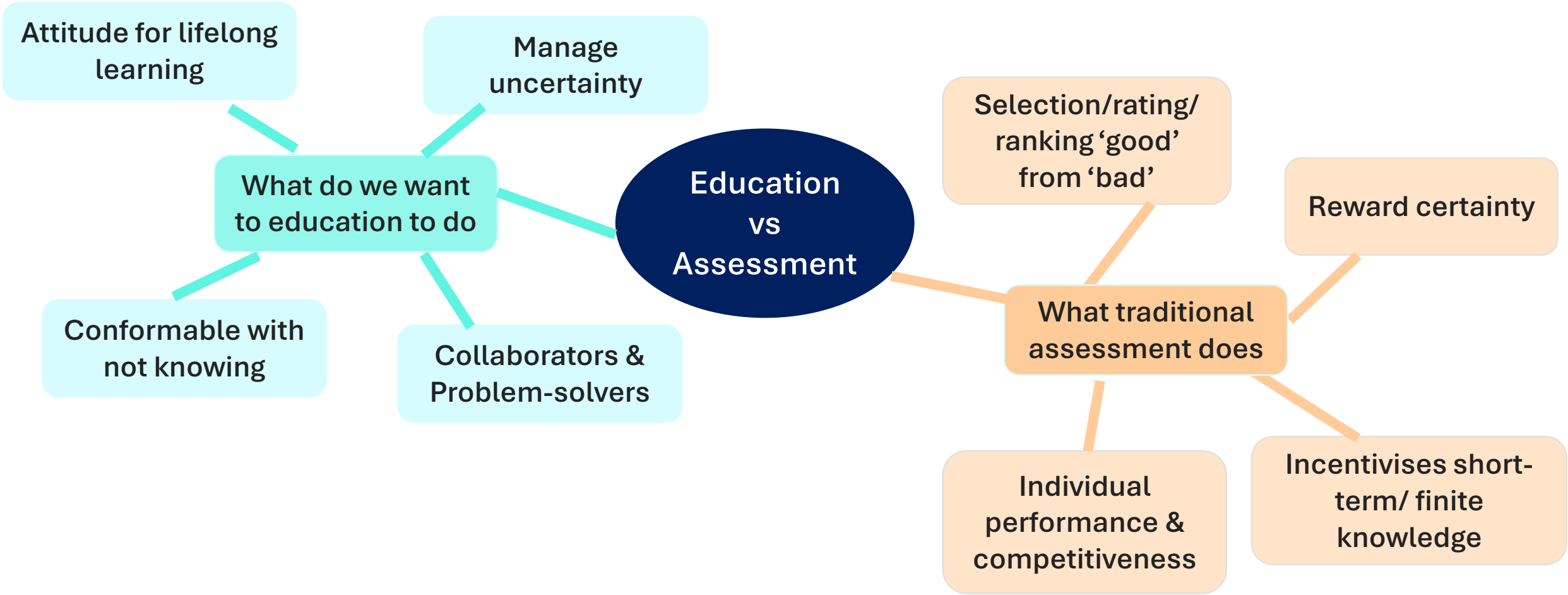
- Assessment of complex competencies
- Meaningful triangulation for decisions
- Dominance of behaviourism

HIGH AGENCY
LOW STRCTURE

CULTURAL CHANGE

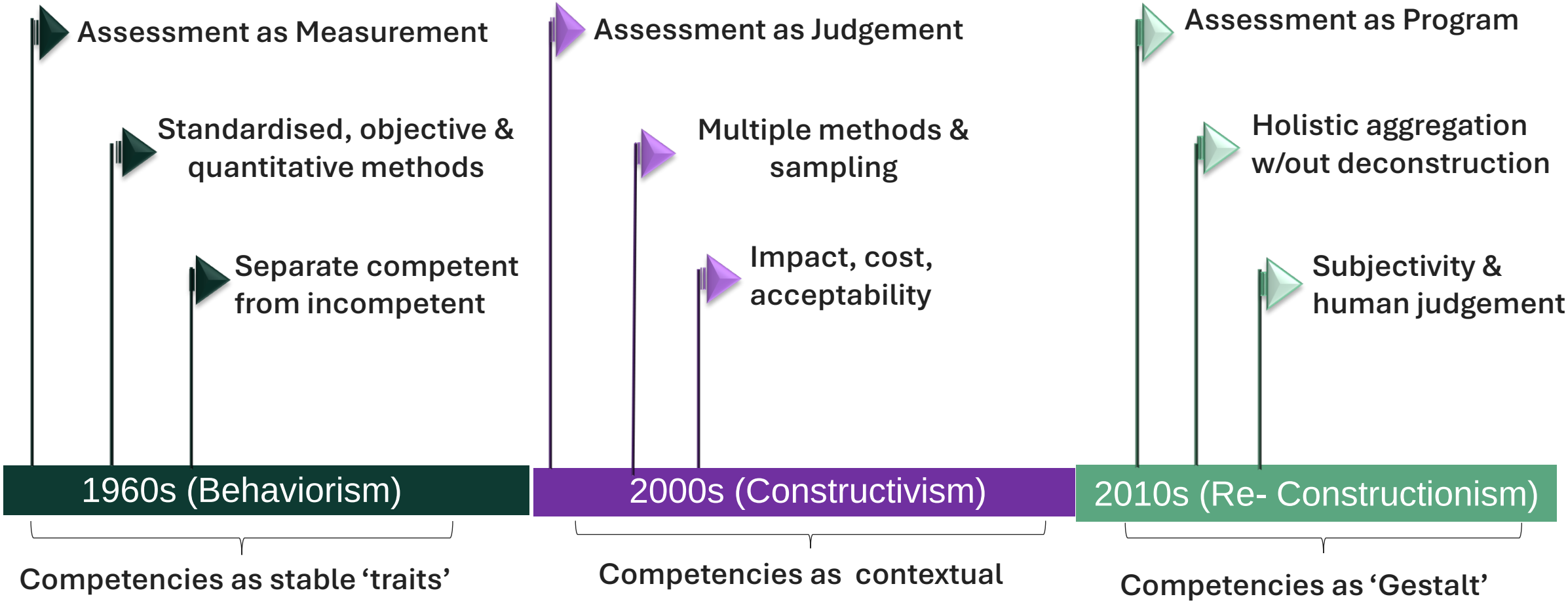
LOW AGENCY
HIGH STURCTURE

Conceptual Framework
Programmatic Assessment For vs of Learning



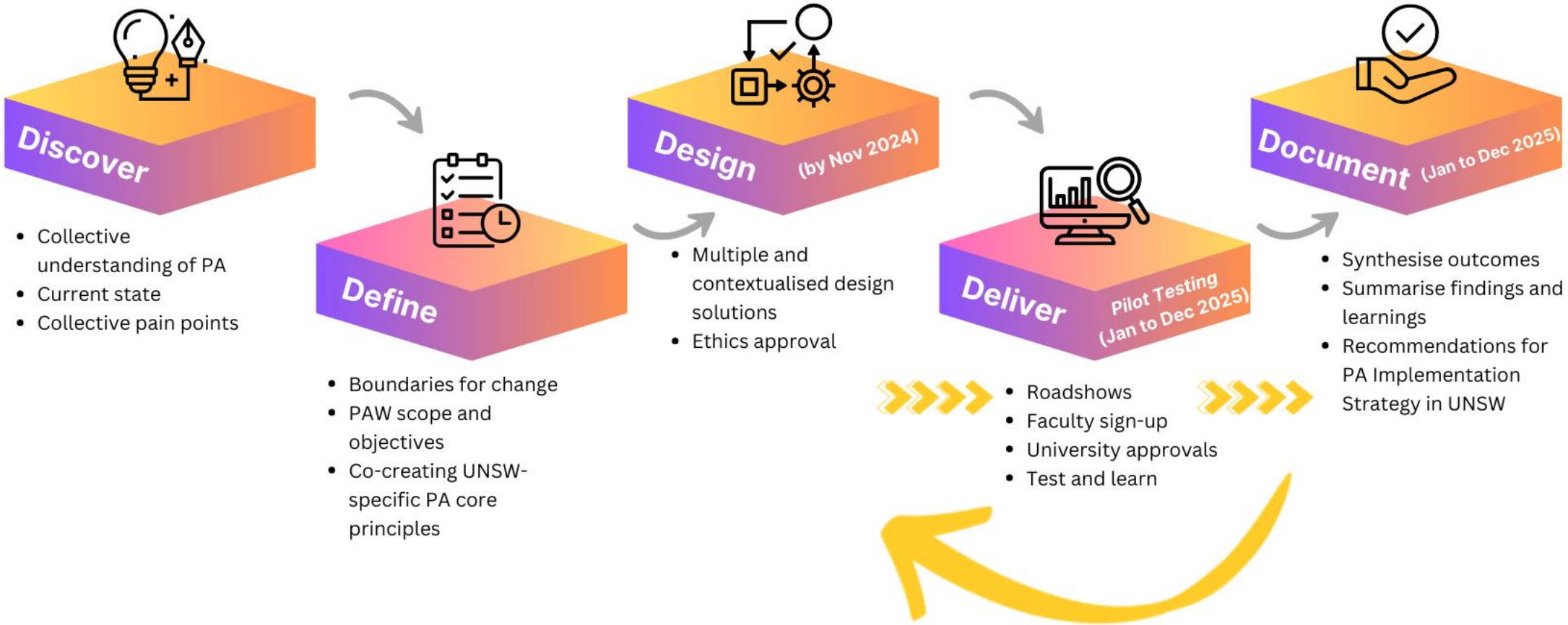
Torre & Schuwirth (2024), AMEE Guide No 174 Med Teacher

Conceptual Framework
Alignment with Evolution of Learning & Competence



Torre & Schuwirth (2024), AMEE Guide No 174 Med Teacher

Methodological framework- 5Ds co-design approach



PROGRAMMATIC APPROACH TO LEARNING PACKAGE

PROGRAMMATIC APPROCH TO *COURSE RE-DESIGN*

- Capability Mapping
- Longitudinality of outcomes
- Rubrics
- Learning Plans
- Feedback-Support
- Efficient assessment set

PROGRAMMATIC APPROCH TO *ASSESSMENT RE-DESIGN*

- Assessment Longitudinality
- Collection
- Collation
- Triangulation
- ePortfolio-based
- Progression Decision -Making

FOUNDATIONAL | INTEREMEDIATE | COMPREHENSIVE PAL MODELS

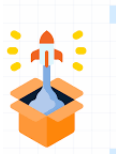
Consultation and Communications

- ✓Heads / Deans of SchoolsForum
- ✓Nexus Community Forum
- ✓All Faculty Education Committees
- ✓UAQC (Academic Board)
- ✓DVCAQ, DVCESE, PVCE
- ✓Student Reference Group
- ✓ EF Communities of Practice
- ✓ External review: National and International Experts in programmatic assessment
- ✓ Blogs, Articles, Podcasts, Conference Presentations

Looking towards 2025

2024 Approach, Efforts & Rigour- Commendable

Consensus & communication on terms & interpretations (‘*program’; ‘programmatic’; ‘systematic’; ‘integrated*’) and phases (e.g foundational)



Exploration of PAL design and testing in diverse disciplines and contexts

Workload (cognitive, admin and assessment), sustainability & scalability modelling

Local champions & change agents within schools & PAW

Scholarly disseminations, discussions & dialog- Summit; Showcases; Conferences

Key References

- **Programmatic Assessment for Learning (PAL) White Paper**
- PAL blog - **Comparing apples and oranges: Transforming assessment at UNSW with Programmatic Assessment for Learning**
- **PAL teaching gateway resource**

- Torre, D., & Schuwirth, L. (2024). Programmatic assessment for learning: A programmatically designed assessment for the purpose of learning: AMEE Guide No. 174. *Medical Teacher*, 1–16. https://doi.org/10.1080/0142159X.2024.2409936

NOTE: Find out more about PA or are interested in piloting PAL, please complete this form.

x

Thank You

What are we going to do to transform student assessment at Charles Sturt?

Mr Mike Bryant
Director, Projects
Division of Learning and Teaching

If AI applications ***already*** compromise much of our work in assessment,

or

will shortly do so,

we need to act.

Securing every assessment isn't practicable

1A: Viva	1B: Assessed Practical	1C: Interactive Oral	1D: Exam
2A: Observation	2B: Observation	2C: Exam	2D: Exam

Securing every assessment may not be desirable

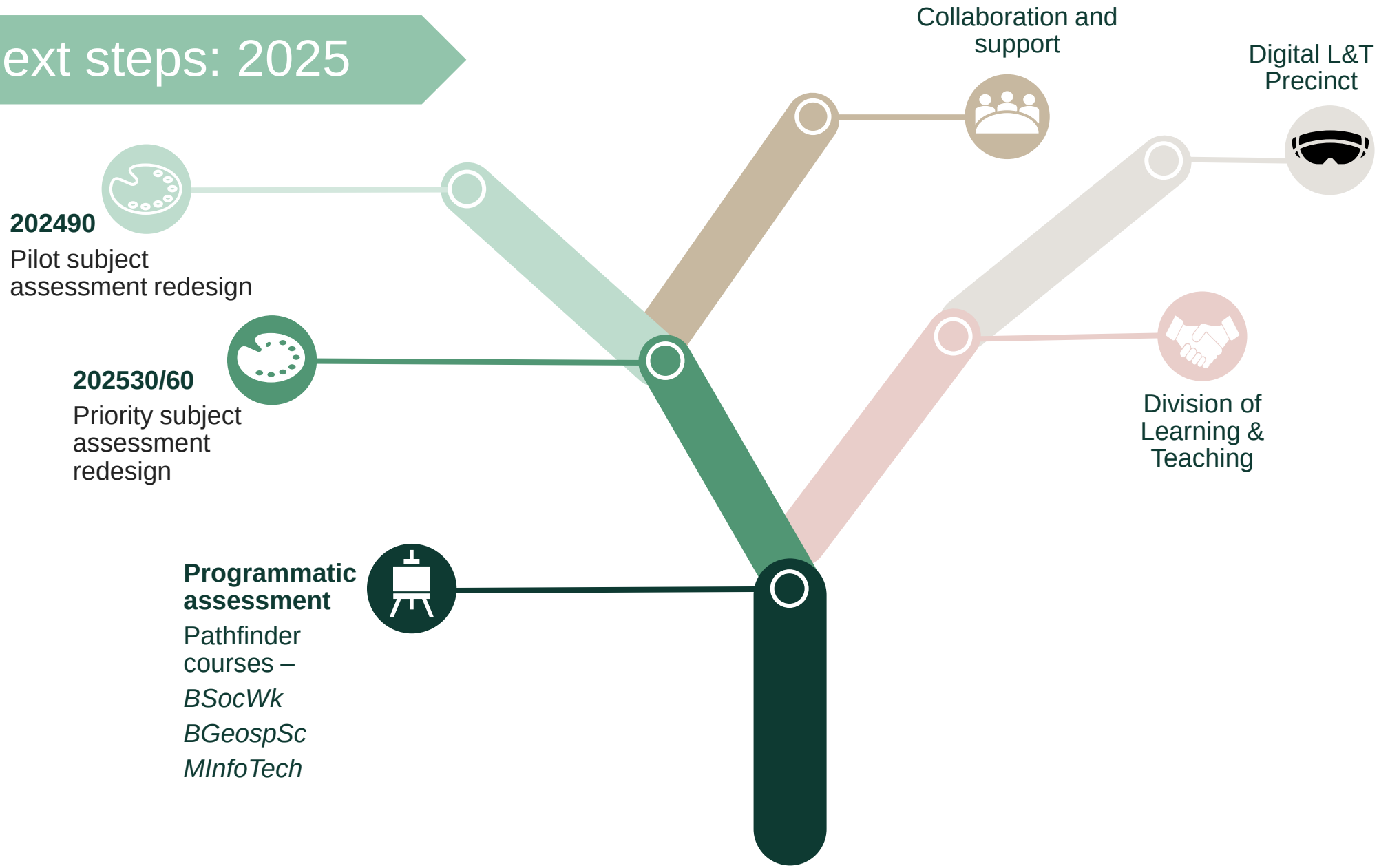
Many educational uses of AI are *legitimate...*

For students, AI means:

- New study opportunities
- New career paths
- New, or heightened difficulties.

We need to help with all of these.

Next steps: 2025



How are we going to support you?

Professor Janelle Wheat

Pro Vice-Chancellor, Learning & Teaching

Staff support

202530

Priority subject assessment re-design:

1. Workshops led by DLT early 2025 with teaching staff who need to re-design their assessment.
2. Drop-in sessions for one-one support

202530

Student assessment transformation (programmatic assessment):

1. Core stakeholder groups involved in pilot
2. Suite of pragmatic support for the use of genAI in teaching practice and curriculum design
3. Stretch curriculum for staff led by the Teaching Academy