What are the practical and ethical considerations of assessing in an age of AI? How can we harness what is happening with Generative AI to leverage the development of more creative and engaging assessments?

MAF [001]: Group 6

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Link to Introduction and Artefact: Group_6_AI_Introduction_Artefact.mp4

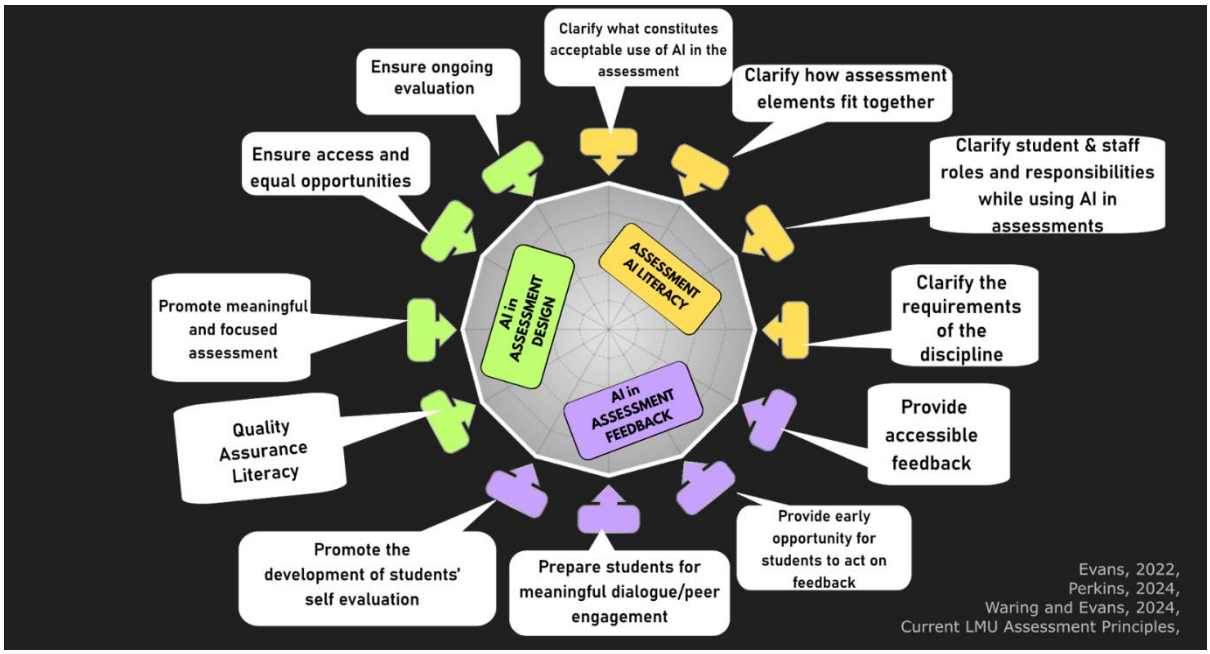

Image from Artefact: An evolution of Evan's (2022) Equity, Agency and Transparency (EAT) framework, developed by Waring and Evans (2024), incorporating the current London Metropolitan University Assessment Principles and Perkins *et al*'s (2024) Artificial Intelligence Assessment Scale (AIAS), with further adaptation by Group 6.

Commentary

The integration of artificial intelligence (AI) in education signals a significant shift toward learner-centric pedagogy having personalized adaptive and creative assessment to drive deeper engagement (Angelo,1993). By aligning educational delivery with individual learning profiles, AI enhances the learning experience and promotes critical thinking and reflection (Zakaria & Hashim, 2024). It also alleviates educators' administrative burdens such as marking and data analysis; freeing up time for more impactful pedagogical practices (Eden *et al*., 2024; Sağın *et al*., 2023). AI's role extends beyond efficiency; it fosters cognitive development and creativity, transforming assessment into a dynamic and collaborative learning opportunity (Wood & Moss, 2024).

In parallel, higher education institutions are exploring alternative assessments to uphold academic integrity and minimise overreliance on generative AI tools like ChatGPT. Authentic, in-person, and synoptic assessments that mirror real-world challenges are gaining traction. These methods - oral presentations, live problem-solving tasks, reflective journals, and practical demonstrations that demanding contextual application of knowledge and showcase individual understanding (QAA, 2023a; QAA, 2023b, Waring & Evans, 2024; Xia *et al*., 2024). However, care must be taken to ensure that such strategies remain accessible and inclusive and addresses the goal of education for social justice (ESJF) (Freire, 2020).

AI-driven marking and feedback tools are reshaping assessment by providing efficient, consistent, and personalised responses (Chan, 2023; Dai *et al*., 2023, Sağın *et al.,* 2023). These systems can automate rubric-based evaluations, highlight learning gaps, and deliver timely, adaptive feedback. Nevertheless, ethical deployment is critical: human oversight, transparency, and safeguarding against bias are essential to maintain credibility and fairness (Eden *et al*., 2024; Chan, 2023). Rather than replacing educators, AI should serve as an assistive tool that enhances feedback quality while preserving academic standards (Nikolic *et al*., 2023; QAA, 2023a). Ultimately, the responsible use of AI supports both efficiency and development of both users and institutions.

Effective assessment requires alignment with Earl's (2012) tripartite model - assessment 'of learning, as learning and for learning'; ensuring it is purposeful and contextually relevant. A quick survey among our students revealed high familiarity with AI (100%), yet only 38% understood its mechanics, indicating a clear knowledge and practical gap. Encouragingly, 69% were aware of LMU's AI policy, reflecting strong institutional engagement. These insights highlight the need for AI literacy as a key factor in digital pedagogy, particularly in addressing broader issues of social justice, the digital divide, and digital humanism (Freeman, 2025; Bon *et al*., 2024).

While concerns around generative AI in higher education such as academic dishonesty, erosion of critical thinking, and inequality in access have prompted some to call for its restriction (Ansari *et al*., 2024; Batista *et al*., 2024, Chan, 2023; Moorhouse *et al*., 2023), blanket bans risk alienating students from future workforce realities. As a result, many institutions, especially in the UK, are instead adopting structured frameworks that regulate AI use while preserving academic integrity (Nguyen *et al*., 2022; Le, 2024). Frameworks such as AIAS (Perkins *et al*., 2024), IDEA (Hack, 2024) and Evan's (2022) Equity, Agency and Transparency (EAT) framework offer guidance for re-designing AI-aware assessments, clarifying when and how students may use generative tools, and fostering meaningful, ethical engagement with technology in learning and assessment (as shown in the image from Artefact above).

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Appendix

Extensive use of Generative AI (under repeated human review and amendment) was used to produce our artefact. The following software packages were utilised:

- Elevenlabs.io (generating AI-Met robot voice)
- Kling.ai (animating AI-Met)
- Napkin.ai (generating images)
- Perplexity.ai (generating lyrics and avatar images)
- Suno.com (generating song)

The following prompts (italicised) were put into Perplexity in order to generate the lyrics to the song, which Group 6 reviewed and amended. These amended lyrics were then put into Suno in order to make a song. The amended lyrics were also put into Napkin in order to generate images for the artefact, which Group 6 reviewed and amended.

Here is the topic What are the practical and ethical considerations of assessing in an age of AI? How can we harness what is happening with Generative AI to leverage the development of more creative and engaging assessments? I want you to create a song's lyrics based on my findings below. Intro Verse 1 General issues with AI Unprecedented major impact on Higher Education (Xia et al., 2024). Awards are made and classified based

upon evidence that students have met, or exceeded, the learning outcomes of their course of study. The rapid rise of Generative AI now means that outcomes of assessments may not be able to be demonstrated to have been completed by a particular student (QAA, 2023, Rudolph, 2023) Reduces academic integrity if used and not referenced as students are cheating It's here to stay and not going away, educators need to either embrace it or develop assessments which remove the possibility of it being used. Verse 2 – Issues with AI from an ethical perspective (AI literacy gaps (student and teacher), equity of access, fairness, inclusivity etc)

Significant AI literacy gaps exist among both students and teachers, with many educators lacking adequate training and confidence to integrate AI ethically and effectively into their practice, and students often using AI tools with little guidance or understanding of responsible use (Chan, 2023; Eden et al., 2024)45.

Teacher preparation programs and ongoing professional development rarely address AI literacy, leaving future and current educators unprepared for the ethical challenges posed by AI in education, such as plagiarism, bias, and privacy concerns (Chan, 2023; Eden et al., 2024)4.

Equity of access remains a core ethical issue: disparities in hardware, internet connectivity, and exposure to AI tools can prevent students from lower socioeconomic backgrounds from benefiting equally, even as some research suggests motivated teachers can bridge some gaps despite resource constraints (Dai et al., 2023;5).

AI systems can unintentionally perpetuate or amplify biases present in their training data, raising concerns about fairness and the risk of disadvantaging certain groups, particularly along lines of race, gender, or ability (Nikolic et al., 2023; Chan, 2023).

Ensuring inclusivity requires deliberate efforts to design AI tools and curricula that are accessible and culturally responsive, while also providing all learners and educators with opportunities to develop AI literacy, regardless of background (Chan, 2023; Dai et al., 2023).

Addressing these ethical challenges demands a collaborative approach involving educators, technologists, and policymakers to develop robust frameworks, promote transparency, and ensure that AI adoption in education supports equity, fairness, and inclusion (Chan, 2023; Eden et al., 2024). Verse 3 How to use AI in assessment from the perspective of a university student whose learning journey is transformed by AI-powered personalized assessment tools. Capture the emotional arc of feeling seen, supported, and challenged by an intelligent system that adapts to their unique pace and style of learning. Use metaphors of illumination, neural pathways, and digital echoes to convey the cognitive engagement and reflective learning AI tools encourage. grapples with the blending of data and humanity in AI-assisted assessment. Focus on the harmony between analytical insight and the human touch in education, with lyrics that critique and celebrate the precision and possibilities AI brings to evaluating student growth. Verse 4 – How to avoid AI in assessment Design out any opportunity for AI in assessments in order to maintain academic integrity and reduce misuse of technology (Naidu & Sevnarayan, 2023) By reducing the number of assessment points, it can make time in the curriculum to explore

employability skills and competencies (QAA) Use questions that need deeper [and reflective authentic contextual] thinking that GenAI can't do Design assignments that assess practical skills, presentations, vivas, oral defence, problem solving, reflective journals (Chan 2023, Dai et al. 2023, Elsayed 2023) or revert to historic methods of assessment such as in-person, closed book examinations (QAA) or fair combination of these. Run Q&A sessions to evaluate student understanding after submission (Nikolic et al. 2023) Make assessments mirror what happens in the workplace to make our students more employable with real-world skills (QAA) Use of peer reviewing and evaluation allows student to "teach back" and demonstate their understanding through speech to their peers (Sharples, 2022)

Verse 5 – How to use AI for marking and feedback in assessment. AI-driven marking and feedback systems are transforming assessment by automating routine grading tasks and generating tailored feedback, allowing educators to focus on more complex pedagogical roles (Chan, 2023; Sağın et al., 2023).

Generative AI tools can rapidly assess student work against predefined rubrics, providing instant, detailed feedback that helps identify learning gaps and supports student development (Dai et al., 2023; Sağın et al., 2023).

AI can also promote consistency and objectivity in marking, reducing human bias and variability, which is especially valuable in large-scale or multidisciplinary assessments (Nikolic et al., 2023).

However, ethical considerations are paramount: transparency, human oversight, and clear communication with students are essential to maintain trust and address concerns about fairness, bias, and dehumanization (Chan, 2023; Eden et al., 2024).

Best practice involves using AI as an assistive tool-augmenting rather than replacing human judgment-by integrating educator review and feedback into the process (Chan, 2023; Nikolic et al., 2023).

Piloting AI in low-stakes, formative assessments can build confidence and allow institutions to refine systems before wider adoption, ensuring that both educators and students understand and trust the technology (Eden et al., 2024; Dai et al., 2023).

Ultimately, responsible AI integration in marking and feedback can enhance efficiency, improve feedback quality, and support more personalized learning, provided ethical safeguards and human oversight are prioritized (Chan, 2023; Sağın et al., 2023; Nikolic et al., 2023).