**Supporting Student Success through Assessment**

**Abstracts**

**Tuesday 14 May 2024**

**Woburn Suite, Senate House, University of London WC1E 7HU**

**Moving Forward with Assessment and AI: Making Students Matter**

**Denise Whitelock, The Open University**

Digital assessment is an evolving construct used in education to enrich, inform, and complement the teaching process. Using automatic feedback, however, has been under-utilised and under-valued throughout the assessment process.

This presentation provides insight into a number of projects that have automated some aspects of assessment and feedback. including a system for language learning which is an example of an early AI system.

Furthermore, the presentation will discuss some of the issues raised by teachers and students about digital assessment and will provide examples of how AI can address their concerns. The issue of disrupters will also be raised including the problems of plagiarism, especially with the launch by OpenAI of ChatGPT, a language -generation model, that can write student assignments for them.

**Denise Whitelock** is a Professor of Technology Enhanced Assessment and Learning and Director of the Institute of Educational Technology (UK) at The Open University with over 20 years of experience in designing, researching and evaluating online and computer-based learning in Higher Education. She led the Supportive Automated Feedback for Short Essays project funded by the Engineering and Physical Sciences Research Council with Oxford University, providing students with automatic feedback on electronic drafts of their assignments supplementing tutor support. Her work has received international recognition by holding visiting chairs at the Autonoma University, Barcelona, and the British University in Dubai UAE. She is currently serving as the European Distance and E-Learning Network’s (EDEN) Vice President of Research and is an EDEN Fellow. She holds a Commonwealth of Learning Chair. Denise is also a Fellow of the Academy of Social Sciences. For complete publication list see: <http://oro.open.ac.uk/view/person/dmw8.html>

 **Relevant Links:**

<https://www.linkedin.com/in/denisewhitelock/>

<https://iet.open.ac.uk/people/denise.whitelock>

**AI teaching assistant pilot: reflections & future use cases for assessments**

**Tim Hall, University of London Worldwide**

This presentation provides an in-depth analysis of the University of London’s award-winning AI Teaching Assistant Pilot, offering a retrospective look at its development, successes, and challenges. We'll explore the pilot's impact and the possibilities for its role in assessments. Additionally, the presentation delves into future use cases, examining how AI can be used in assessment approaches for learners and educators alike.

With a background in Creative Computing, **Tim Hall** is an Edtech professional with over fifteen years of experience working in distance and online learning. In his current role in the Online Education department at the University of London Worldwide, he is responsible for leading the development and implementation of new products, technology-based projects, and other innovative initiatives across the institution.

**Multiple Choice Questions in the Age of AI**

**Anita Skinner and Clare Sansom, CODE**

Multiple choice questions (MCQs) are popular and effective assessment tools, but the burgeoning of generative AI poses additional challenges to their design. In this presentation, we will introduce some tips for writing high quality MCQs and describe the additional problems AI causes before challenging delegates to ‘beat the chatbot’. Working in small interdisciplinary groups, they will produce 2-3 MCQs using the best practice principles presented. They will then swap questions and other groups will try to answer them using ChatGPT, Microsoft Copilot and other AI tools. Who will write the most AI-proof MCQs? \*

\*Clare and Anita's session includes an exercise in groups, testing AI chatbots' ability to answer MCQs. If you attend this session, please bring a device with a relevant app loaded. Microsoft's Copilot will do, but it would be even better if you have a variety of apps to try out. One device per group would be sufficient.

**Clare Sansom**

<https://www.london.ac.uk/people/dr-clare-sansom>

**Anita Skinner**

<https://www.london.ac.uk/people/dr-anita-skinner>

**How lessons from Machine Translation can apply to Gen AI**

**Mike Groves, Surrey International Institute, HK (online)**

There have been lakes of ink spilt about the impact of generative AI on the university campus. However, online translation technologies have also impacted the teaching and assessment of languages for approaching 10 years, but with far less discussion. However, the parallels are clear: the technology seems able to simulate output which meets the learning outcomes with minimal input or learning from the student. This paper will examine the history of this technology, and then explain how parts of the language teaching community have adapted their teaching and assessment in order to maximize the opportunities afforded by the technology and minimize the risks. It is hoped that participants will be able to draw parallels with the impact of Generative AI in their own contexts.

**Mike Groves** has been working in the field of English for Academic Purposes since 2007. He has worked in the UK and Asia, both as a lecturer and in academic leadership. He is currently Senior Lecturer at Lingnan University in Hong Kong. He has been interested in how online technologies can help students develop their writing skills, and how this is related to academic integrity and ethics for a number of years and has been publishing on the area of online translation since 2015.

**What GPT (originally) could do, and how students used it for assessment?**

**Jonathan San Diego, CODE and King’s College**

**Li** **Xinjie, CODE Student Research Fellow**

In late 2023, HE explored the potential benefits and drawbacks of generative pre-trained transformers as a conversational-based learning approach. One significant concern raised was academic integrity, especially for plagiarism in examinations and assessments. ChatGPT, for example, went viral on social media as academics started sharing how students potentially could use this Generative Artificial Intelligence tool for passing exams, writing essays and generating research papers. In this workshop, we will attempt to shed light on the developers’ original intentions and the use cases which may have led to appropriation of GPT for assessment. Through a review of scholarly and news articles we examined how students have used GPT for assessment purposes, and how the mapping of use cases can inform how use of GPT may evolve. During the workshop, participants will discuss potential future use cases that could change the way students are assessed.

**Jonathan San Diego**

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Li Xinjie completed his bachelor’s degree in Computer Science, specializing in Artificial Intelligence and Machine Learning, from the University of London (UOL) in collaboration with the Singapore Institute of Management (SIM). Currently, Xinjie serves as a student research fellow affiliated with the Center for Online and Distance Education.

In this role, he contributes to research on the affordance of generative artificial intelligence in education. Additionally, Xinjie has actively participated in projects with the Singapore Computer Society and the SIM Information Technology Club, particularly in the domain of artificial intelligence and analytics.

Looking ahead, Xinjie is set to commence his master’s degree at the Singapore University of Management this year.

**What do student and staff perceptions of AI tell us about evolving assessment practice?**

**Stylianos Hatzipanagos and Alan Tait, CODE**

The presentation delves into the outcomes of three recent investigations: a longitudinal study of assessment practices at the University of London, a CODE project focusing on academic integrity, and a CODE research initiative exploring future scenaria in higher education (HE) amid the rise of artificial intelligence (AI). Central to these investigations has been the critical issue of assessment practices diverging from the core values and commitment to academic integrity and influenced by students and staff perceptions of AI. We aim to illuminate pathways for institutions to develop robust assessment strategies that withstand such challenges, in the evolving landscape of HE.

***S*tylianos Hatzipanagos**

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**Alan Tait**

<https://www.london.ac.uk/people/professor-alan-tait>

**Panel: Perspectives on managing AI related assessment irregularities**

**Haylee Fuller – Queen Mary University of London**

**Maureen – Northumbria University**

**Maryanne Pearce – Birkbeck**

**Sharon Xuereb – The Open University**

**Chair: Dr Thomas Lancaster, Imperial**

In this discussion, colleagues will explore the complexities of defining, understanding and managing potential assessment irregularities in relation to AI. The panel will share key challenges and explore ways in which those challenges have been overcome. We draw together a panel from institutions where AI detection is being used and where it is not.

**Dr Thomas Lancaster** is a Senior Teaching Fellow in Computing at Imperial College London, best known for research into contract cheating and academic integrity. He chairs the London and South East Academic Integrity Networks (LSEAIN) and is a member of the Quality Assurance Agency advisory board for academic integrity. You can find out more about Thomas at <http://www.thomaslancaster.co.uk>.

The Head of the Conduct, Appeals, Complaints Office at Queen Mary University of London, **Haylee Fuller** leads processes related to academic misconduct, appeals, complaints and disciplinary. She has previously worked in a variety of casework, student services, advocacy and student engagement projects in Australian and UK universities. She is particularly interested in how applied ethics contribute to addressing and responding to emerging challenges related to student misconduct.

Since September 2021, **Maureen McLaughlin** has held the post of Academic Registrar & Executive Director of Student, Library & Academic Services at Northumbria University. With over 500 staff, she leads a large and multi-faceted team which provides excellent customer service and professional services to all students and contributes to strategic ambitions around learning and teaching, research and student support and employability across the University.

**Maryanne Pearce** has over a decade of experience working within university and HEI Professional Services overseeing the student lifecycle and development of higher education policy and regulation and aim of implementing strategies to improve the student experience. Her HE experience followed on several years of professional healthcare body experience in managing complex casework. Maryanne has led initiatives focused on adapting educational assessment environments to the evolving landscape of contract cheating and artificial intelligence technologies. Maryanne has just joined The Courtauld, as Deputy Academic Registrar, having re-ordered the management of student casework and associated regulatory frameworks, at Birkbeck. Maryanne has implemented strategies to support staff and students in their understanding on policies and supported approaches to uphold academic integrity, working with the whole community from SU officers to senior leaders.

**Sharon Xuereb** has been working in higher education, both brick and online universities, since 2010. She has been a programme leader and ethics co-ordinator and mentored numerous postgraduate studies using qualitative or quantitative methodologies. Sharon is currently Lead Academic Conduct Officer for Psychology & Counselling, at The Open University. She has been involved in developing group study skills sessions to improve academic integrity in writing and developing video animations about key academic integrity concepts.