



**"IF YOU CAN'T BEAT THEM, JOIN THEM": GEN-AI IN
ASSESSMENT AND FEEDBACK - NOT A QUESTION OF IF
OR WHEN BUT OF HOW**

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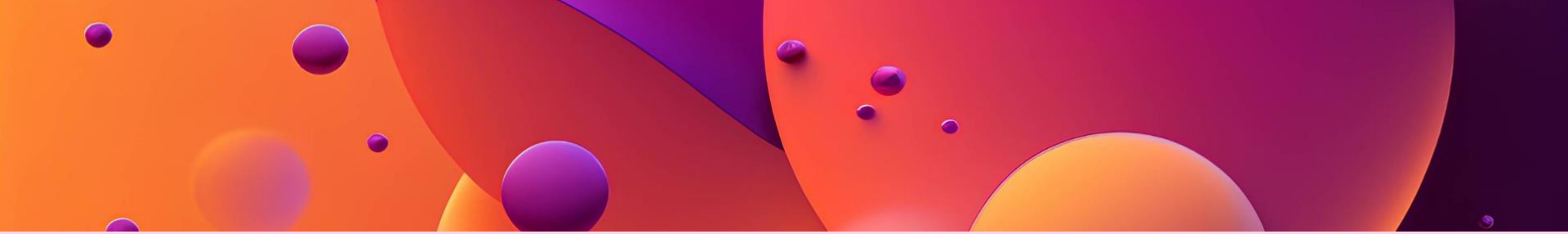
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THE PLAN

- Introductions and introduction to Gen-AI in education
- Gen-AI and I
- Gen-AI, assessment and feedback challenges
- The 101 creative ideas to use Gen-AI in Education collection
- Assessment, feedback and Gen-AI
- Small group activity (select, explore, debrief)
- What we are learning and what next



“The classroom remains the most radical space of possibility in the academy.”

bell hooks, *Teaching to Transgress*

GENERATIVE AI IN EDUCATION, KEY POINTS

- New opportunities for learning
- Assist educators with routine tasks, reduce workload
- Issues: Bias, personal data, safeguarding, digital inequalities, hallucinations, dependency, assessment
- Those who use Gen-AI are more positive

Use of artificial intelligence in education delivery and assessment



Overview

- Artificial intelligence (AI) tools have the potential to provide different ways of learning and to help educators with lesson planning, marking and other tasks.
- Research suggests that generative AI tools such as ChatGPT are increasingly able to produce text capable of passing some exams, which risks undermining the validity of some assessment methods.
- Some stakeholders have expressed concerns that over-reliance on AI could diminish educator-learner relationships. Concerns also relate to potential negative impacts on learners' writing and critical thinking skills, through work being undertaken by AI.
- In November 2023, the Department for Education published a report on the use of generative AI in education. The Government has also announced an investment of up to £2 million to provide new AI-powered resources for teachers in England.
- Stakeholders have indicated that the successful implementation of AI in education will require: evidence demonstrating where AI can be effective at delivering educational outcomes; training and guidance for educators; and further clarity surrounding the legal frameworks that control how AI collects and uses educator and learner data. They also indicate that there is a need to tackle 'digital divides', otherwise AI tools may not be available to disadvantaged groups and may therefore exacerbate inequalities.

WHAT ARE YOUR THOUGHTS ABOUT GEN-AI?

AnswerGarden     

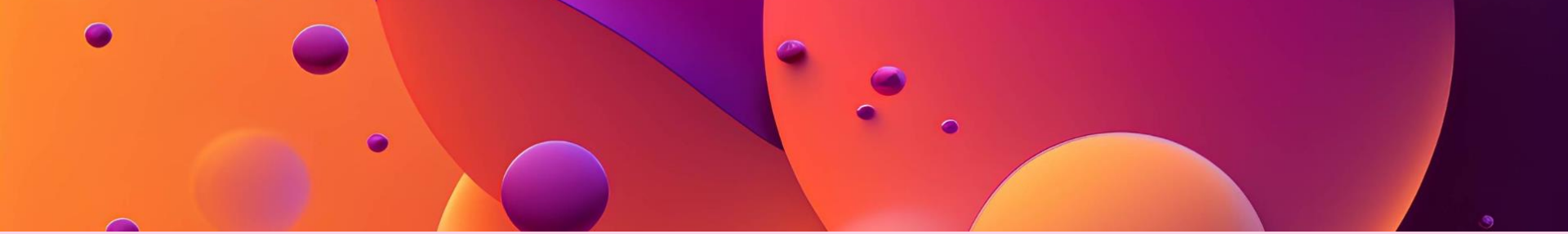
What do you think/How do you feel about GenAI?

Type your answer here...

Submit

40 characters remaining

<https://answergarden.ch/4037213>



ASSESSMENT AND FEEDBACK

GEN-AI, ASSESSMENT AND FEEDBACK: WHAT CHALLENGES DO YOU SEE?

:Padlet



Chrissi Nerantzi • 3m

GenAI, assessment and feedback: What challenges do you see?

Please add your thoughts and check out challenges contributed by others. What do you notice? What could you propose?



<https://universityofleeds.padlet.org/cnerantzi2/genai-assessment-and-feedback-what-challenges-do-you-see-cud3mh23vyblen53>

ASSESSMENT AND GEN-AI

- Neo-performative education - Questions of meaning
- Can work in favour of critical education (by raising the question re: dangers of transmission of information) (Freire, 1970)
- Opportunities to establish Education as:
 - An engaged practice (hooks, 2010)
 - Conduit to learning autonomy (Freire, 2001)
 - Opposed to pedagogies of indifference (Lingard, 2007)
 - Against learning avoidance (Chomsky, 2023)

MEETING HALFWAY

- Gen-AI is tempting
 - Automation of curated information can be passed as one's own (fast) knowledge
 - Exchanging learner autonomy for convenience (not very diff from the appeal of fast food)
- Learning is hard work
 - Critical thinking requires effort
 - Meaning making is self-driven
- Finding dignity
 - Creating meaning
 - Taking ownership

EXERCISE

Fulfil the curiosity

- Let students kick start their essay with Gen-AI “wisdom”
 - Students disclose the Gen-AI created text
- Analyse what is ‘given’
 - Appraise the ideas
 - Fill in the gaps
 - Expand on debates
- Pure acceptance of info collected not acceptable
- Assessment beyond a performance of accumulated knowledge
 - An exercise of critical thinking

FEEDBACK AND GEN-AI

Challenges	Opportunities
<ul style="list-style-type: none">● Feedback low satisfaction rate at university (Ferrell & Knight, 2022)● Feedback misunderstood and can create anxiety (Carlton et al. 2023)● Over-reliance on feedback provided by tutors (Dunbar-Morris et al. 2022)● Depersonalisation of automated feedback (Carlton et al, 2023)	<ul style="list-style-type: none">● Need to develop feedback literacy (Sutton, 2012; Little et al., 2024)● Diversify human feedback and feedback partnerships (Carless, 2019)● Multimodal feedback, including audio (Nerantzi, 2013)● Dialogic feedback (Robinson et al., 2023)● Feedback by peers, to groups, self-evaluation ((Dunbar-Morris et al. 2022)

What about GenAI generated feedback - **GenAI supported feedback**

TOWARDS FEEDBACK POETRY

Dear xxx,

It was a joy to access and review your final submission! You responded really well and thoughtfully to the feedback you received on your draft and I can see that this has provided direction and an effective way forward for you, very much aligned to the assessment brief.

Knowledge and understanding (78): You have engaged with relevant literature and concepts explored during the module and did closely interweave your readings with your experiences as a learner on this module and your professional context. You demonstrate a deep understanding of the ideas discussed in this module and engaged in a meaningful way with these that have led you to new insights.

Argument (78): You have been systematic in the way you responded to the brief and closely aligned your assignment to who you are as a learner, how you experienced learning on this module and your professional context. You skillfully weave in the literature and are self-critical and open to consider alternative ways of learning and working. This openness, has not only lead you to read widely but also to become experimental in your own practice. The example with Flip evidences this. Relating to this, you make some observations. There you could further inquire into the experience, your observations and what the literature says and problematise this to better understand students' reactions and what you could do going forward in this particular situation. The use of a reflective model has helped you to deepen your reflections and this is especially evident in the two learning experiences you share.

Academic presentation (78): You are consistently applying the academic conventions throughout your written parts but also in your videos and audio files. You use language with academic confidence and your voice is heard loud and clearly.

Multimodal presentation (91): You have presented your work using a range of media effectively and included a rationale also for using these. The introductory videos really help the viewer connect with you. These are used well to position your work and provide key information about what is included and why and also who you are as a practitioner. The additional written part there is honest, open and self-critical and complements your narration well. You mention the use of images and the importance about respecting copyright. Consider using images in the public domain and others available under an open license and your own were possible. I suspect that in your industry you will also have access to stock photos. Could this be a way forward?

Going forward, please consider the following

1. Continue engaging critically with the literature and reach out to other academic writers and concepts beyond the module and course, also linked to your own professional context. Are there specialist academic journals for example you could access?
2. Consider exploring opportunities to further develop some of your work and seek ways to publish in magazine. You could focus on a specific aspect of your experience. Perhaps peer-to-peer/collaborative learning which also features in your assignment and would be really useful for others to read about how this worked for you?
3. Continue actively experimenting with different pedagogical approaches and consider starting a portfolio for your work. This can also be useful in relation to your aspirations to change role in the future.

Overall, you have engaged deeply, critically and creatively with the assessment brief. Your honesty shines through and so does your learning on this module. Very well done! Please consider the above suggestions in your future work.

Mark: 85

Marker: Chrissi Nerantzi

MA Digital Education, Feedback on summative assessment

C Hi, wondering if you can help me turn feedback I have written for a student into a poem please?

 Sure, please provide the feedback.  




 Reflections of growth, insight shown,
In response to feedback, you've grown.
The literature you've read with care,
And woven into practice, you've shown you're aware.  

You've argued well, with confidence in your voice,
Your academic writing, with clarity and poise.
Multimodal, you've presented your work,
With purpose and thought, a thoughtful perk.

Reflective models have deepened your thought,
Two learning experiences, you've closely wrought.
And in your industry, with images in mind,
Copyright laws, you've been thoughtful and kind.

So let us now look ahead, with purpose in sight,
Critical reading, and opportunities to write.
Experimenting with pedagogy, with zeal,
And a portfolio, to keep your work real.

Well done, you've done it with grace,
Your learning shines through, in your pace.
And with these suggestions, you'll go far,
Onward and upward, like a shooting star.

 Certainly! Here's a lyrical poem based on the feedback you provided:  

Verse 1:
With each step forward, you grow so bright,
Your reflections shining with new insight.
The literature, woven into your art,
Demonstrating depth and a loving heart.

Chorus:
Well done, dear student, your work shines bright,
With honesty, clarity, and your light.
Keep moving forward, with purpose in sight,
Your future bright, like stars shining bright.

Verse 2:
Your argument, clear, with confidence shown,
Academic writing, with a voice of your own.
Multimodal, with images that you paint,
Bringing your work to life, with thought and restraint.

Chorus:
Well done, dear student, your work shines bright,
With honesty, clarity, and your light.
Keep moving forward, with purpose in sight,
Your future bright, like stars shining bright.

Verse 3:
Reflections deeper, with each thought and deed,
Two learning experiences, with wisdom to lead.
In your industry, with images so grand,
Copyright laws, at the forefront of your hand.

Chorus:
Well done, dear student, your work shines bright,
With honesty, clarity, and your light.
Keep moving forward, with purpose in sight,
Your future bright, like stars shining bright.

Outro:
So let us now look ahead, with purpose in mind,
Critical reading, opportunities to find.
Experimenting with pedagogy, and all you can be,
And a portfolio, to set you free.

WHAT STUDENTS SAID...

"I just want to thank you so much for your amazing feedback on my assignment. I absolutely LOVED the poem. So creative and I have never had feedback in that format before – I am literally shaking it is so cool!" Student A

"Thank you so much for your feedback and poem. I am super happy!" Student B

"Thank you so much for your valuable feedback, and the ChatGPT poem, love it!" Student D

"It is easier to hear critical feedback this way." Student E

"I would like to thank you so much for the valuable and warm feedback on my work! I am so grateful for the poem as well (what a brilliant idea of yours)... I keep reading this " Students C

ACTIVITY: SELECT, EXPLORE, DEBRIEF

In small groups:

- Select one of the challenges collected at the beginning of this session on padlet
- Explore ideas
- Propose a way forward
- Share with the whole group





WHAT WE ARE LEARNING AND WHAT NEXT

EMAIL YOUR FUTURE SELF YOUR PLANNED ACTIONS AROUND ASSESSMENT/FEEDBACK IN THE AGE OF GEN-AI

Write your Future Self a
Future Email.
Your own personal digital time capsule.

Dear Future Me,
Message to your Future Self:

Your Email: Future Date to Send Email:

Make my letter:

By sending you acknowledge the following:

- Ⓐ Please do not use this email service nor rely on it to send or store sensitive information such as passwords, login details, etc.
- Ⓑ We will email you to verify your email address and will email you for other related services.
- Ⓒ We do not provide customer service or technical help for this automated email service.

How This Works

- 01 Write.** Write your email, long or short. (Save your time to get inspired if you want.)
- 02 Choose Future Date.** Pick a birthday date or the future & hit Send.
- 03 Confirm your email.** Click on the confirmation email you will receive to verify your email address.
- 04 Wait.** You have officially time-travelled. You will receive your email on your chosen date.

<https://theself.club/future-self/>

This collection represents vision; it embodies creativity. The importance of perspective and community of practice comes to life here in the breadth of examples demonstrating creative ideas to use AI in education. As we explore how we design new experiences for our learners and differentiate opportunities to engage in new ways, we have an opportunity to push our own boundaries and explore. We can collaborate, radically. This is a collection that will only grow as we shift our own practice and as we allow ourselves to experiment and iterate for a transformational student experience.

Dr Margaret Korosec

Dean of Online and Digital Education,
University of Leeds

The call via #creativeHE 2
February 2023,
closed 31st of March 2023

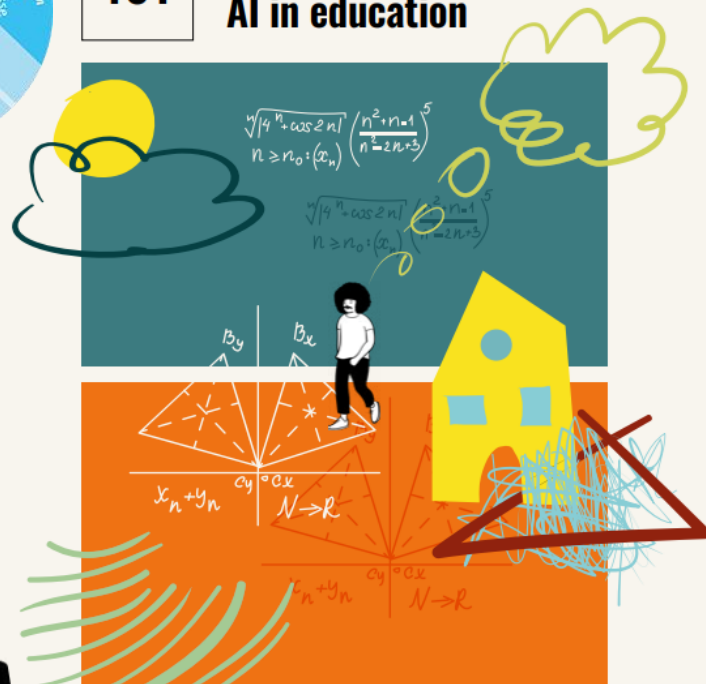
2nd volume in preparation

Feb24: Over 24K views and 23K downloads



101

Creative ideas to use AI in education



A crowdsourced collection

Edited by Chrissi Nerantzi, Sandra Abegglen, Marianna Karatsiori & Antonio Martinez-Arboleda



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Session feedback survey

We believe in the value of feedback.
Share how it went at:

bit.ly/seqcon2024





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Thank you!

