



## UNE L&T Symposium 2024 – Presentation Synopsis

### 1. Title of Presentation:

'The ChatGPT marking exercise is very ingenious': Assessment re-design in primary and secondary curriculum units.

### 2. Presenter(s) Name(s) and Affiliation(s):

*Dr Cat Volpe Johnston, Lecturer in Social Science Education, Faculty of Humanities, Arts, Social Sciences and Education, UNE*

### 3. Main Takeaways:

**Takeaway 1:** *It is essential to consider what we need to be assessing in our units and across courses and this needs to be done through a collaborative approach across schools, faculties, and the wider university.*

**Takeaway 2:** *Not all students are curious about the use of AI or see its relevance; it is essential that we relay the reasons for its use in assessment and how this learning will translate into their respective fields.*

### 4. Application in Educational Contexts:

**Assessment:** *The presentation offers an example of a simple way to incorporate the use of GenAI into an assessment where previously students were assessed through essay writing.*

**Student Engagement:** *Feedback from students is provided on their experiences with its use in assessment, highlighting the benefits and challenges of using ChatGPT in assessment.*

### 5. Valuable Sources and References:

**Source 1:** *Assessment reform for the age of artificial intelligence* <https://www.teqsa.gov.au/guides-resources/resources/corporate-publications/assessment-reform-age-artificial-intelligence>

*The document created by TEQSA offers guiding principles that should be considered in assessment redesign.*

### 6. Weakness and Area for Future Research:

**Weakness:** *The proposed assessment may not be one that all subjects can incorporate into their units. Further, it is possible that ChatGPT could be used in other ways for other parts of the assessment, defeating the purpose of having students engage in their own critical analysis of generated responses.*

**Future Research:** *It would be beneficial (and seems essential) to research unit coordinators' feelings of readiness to redesign assessment with the prospect of providing the support needed to ensure consistency in the implementation across the university.*