



# Process over Result

Assessment in an era of generated products - Businet Annual Conference 2023

# The speakers

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Background in teaching game design, now pedagogical, research and technological consultant



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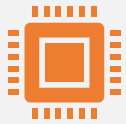
Background in gamification, pedagogy and ethical leadership, now teaching English





We're talking about generative AI because it disrupts our workflow as academics and educators in a potentially negative way

# Basic assessment categories



## Product

Are students capable of producing what our standards demand?

Would we accept this product if we were their boss?

Are they producing enough?



## Process

Are students working in a way that we believe will help them establish good work habits?

Would we want them to work like this if we were their co-workers?



## Progress

Are students progressing on their personal learning curve?

Can the student "do more" now than they could two months ago?

# Examples of heavy product-focused assessing

A study programme divided in:

- Part 1: Written Report
- Part 2: Written Report
- Part 3: Presentation
- Part 4: Portfolio + assessment
- Part 5: 3 subcourses each with their own final test

- Another study programme with testing divided in:
  - 50 % group grade consisting of written report (50%) and presentation (50%)
  - 50 % individual grade consisting of learning aims document (50%) and course reflection (50%)

## Examples of progress/process- focused testing in HE

- Progress: Student focused learning:
  - What does the student want to learn themselves?
  - How does that fit the professional context?
  - Which questions/actions did the student ask/do to learn?
- Process: Behaviour focused learning:
  - How does the student behave in professional situations?
  - How does the student show leadership & responsibility?



Take five minutes to think of the key assessment points in an education you've worked with

How are the three categories deployed to make assessments?

# Challenges AI presents to these



## Product

- Is the AI the integral part of making the product?
- How can we assume possession of certain skills from a product when it is not always clear (to us) what role the students had in producing it?

## Process

- Are desirable work habits transformed by the use of AI?
- What impact do we imagine future legislation will have on acceptable uses of AI?

## Progress

- How can we determine a baseline for the student, if we cannot extrapolate skills from looking at the end product?
- Is it acceptable that the "more" students can do is centered on the use of one specific type of tool?





Think of the assessment points you identified earlier.

Use five minutes to assess whether these are challenged in the ways we propose

Once the five minutes are up, we'll tell you, and then you'll have to discuss with the people around you for five minutes



# How can AI help with assessing?

- AI can enable Adaptive learning
- Which personalizes the interaction between the student and the material
- AI can be a conversational partner that requires constant input (critical process)
- If we see tools like ChatGPT as proof of learning processes, students can visualize their process more easily
- Where AI goes wrong:
  - Assumption AI delivers a final product
  - Assumption such a product is up to standard without checking
  - Assumptions about the amount of time AI saves you
  - Assumption that the technology reduces rather than shifts human activity

# In other words:

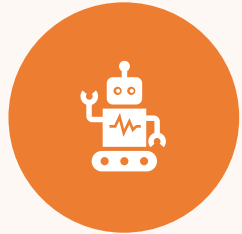
AI does not deliver a final product, but  
can deliver useful iterations...

...which need critical assessment...

...so AI can help a learning process



# Some possible practices



REQUIRE THE USE OF  
AI (BEGIN WITH NON-  
ASSESSED TASKS)



ESTABLISH RULES OF  
TRANSPARENCY




USE EXPLICIT ROLE-  
PLAY



ENCOURAGE DEEP  
PROBING



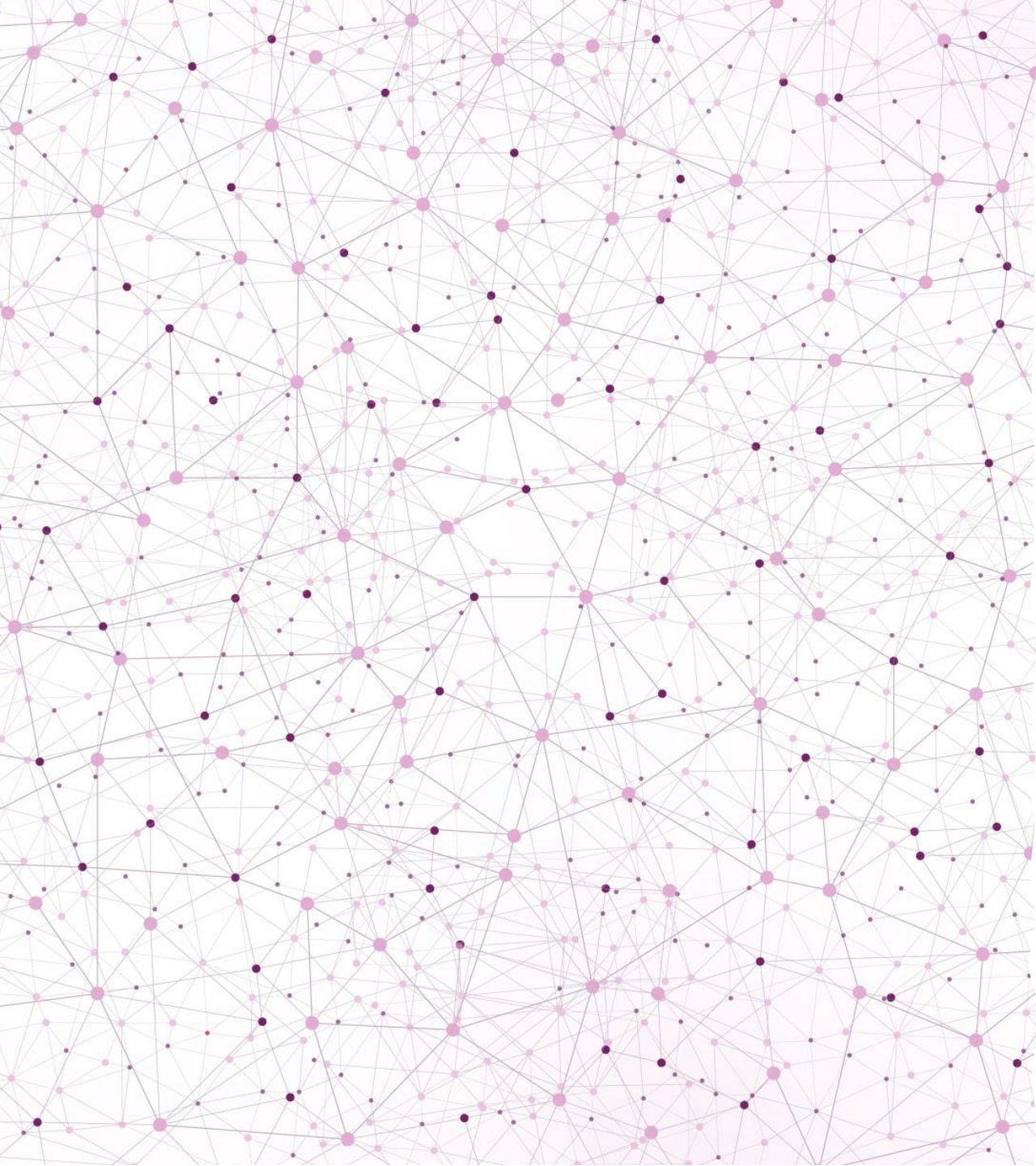
TEST RESPONSES



Discuss with your workshop partner  
whether our practices would help with the  
challenges you have identified earlier?

What other solutions do you see?

You have 10 minutes



And then we  
discuss in the  
entire group for  
the rest of the  
workshop

