

Assessment on-the-fly:

How novel assessment such as real-time video creation is an authentic assessment tool that can be scaled across disciplines and programmes.



CONFERENCE
LEUVEN 2025

setu.ie
INSPIRING FUTURES

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and Digital Education

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Raison
D'être



Whats new?

- Using cutting edge technology with trad media modes to create student engagement opportunities
- Cross-discipline cross-campus
- Prelim result of our analysis and redesign

Story start



- Background
- Ambition
- Process to here
- Plans to there
- Cross-pollination



Education Strategy

An Open, Safe and Creative Learning Space



- Fundamental rights apply both in physical and digital world
- Education depends on and contributes to protecting fundamental rights
- Access for all
- Democratic and efficient multi-stakeholder governance
- Education is a shared responsibility



SETU Digital Education, AI ethics, BNIM, KM, policy, innovation, education experimentation

passionate about the ‘entanglement of pedagogy’ , the emergence of artificial intelligence (AI) and possibilities for positive societal impact (Fawns, 2022).

- Convergence of professional and personal values
- Foundation being SDGs
- Self-directed topic selection needs personalisation towards futures literacy

Module descriptors

Assessment brief



MEd in Teaching and Learning

S2 2024

Dr. Zeta Dooly

Continuous Assessment (100%)

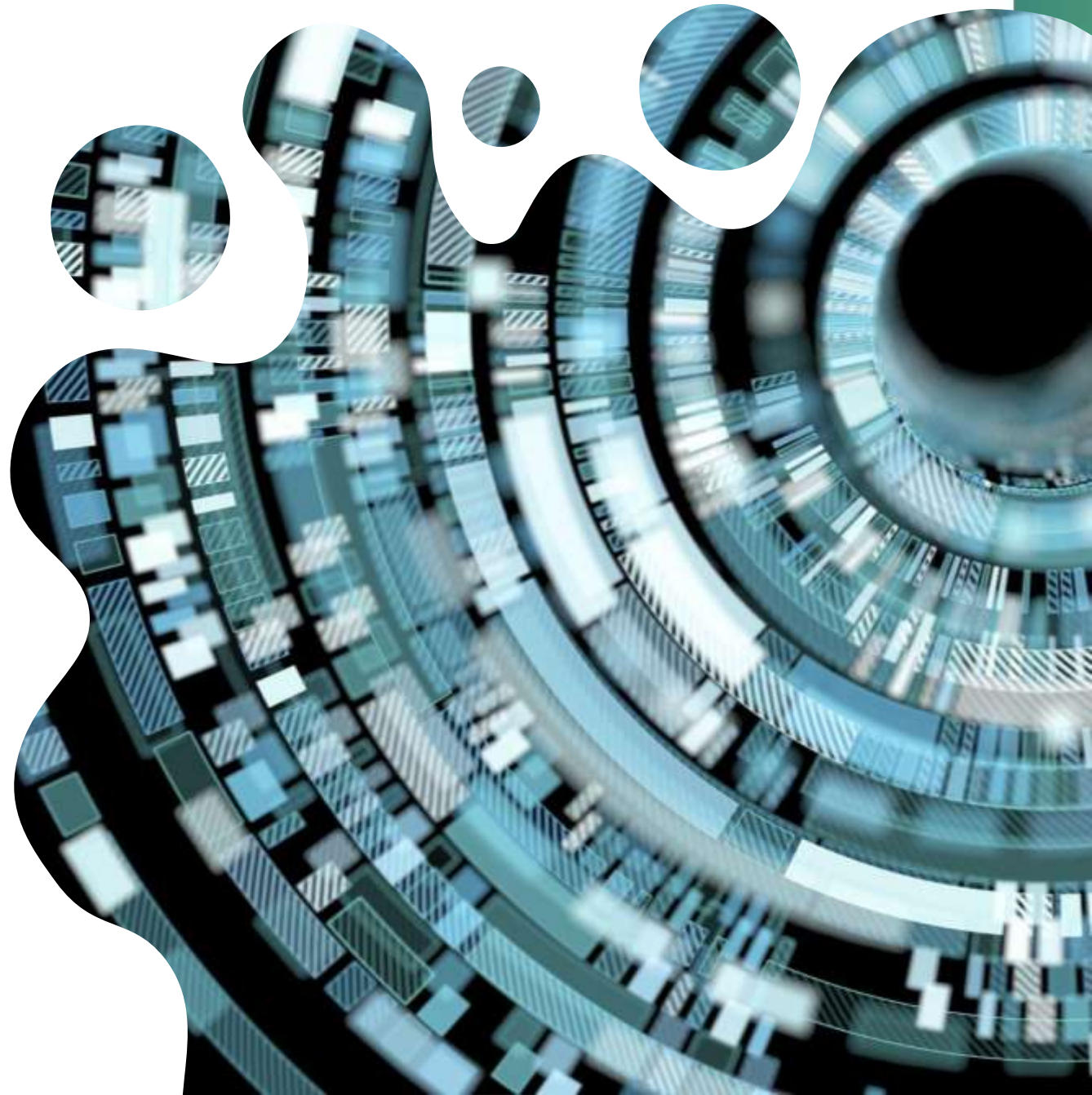
This module will be assessed in three ways.

1. Active participation/activities (30%)
2. Demonstration of Digital Creativity in the classroom using the skills and knowledge acquired in the sub-topics and applied to student domain (50%)
3. Reflection on the learning within this module to include informal self and peer learning (20%)

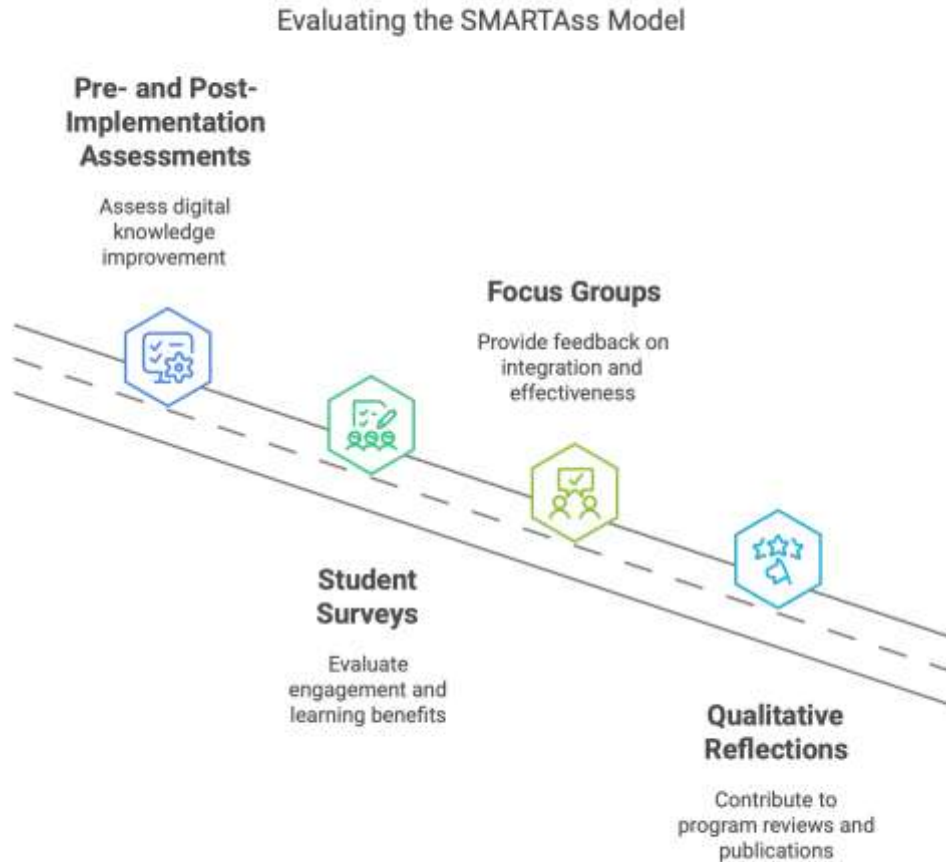
Learning Outcomes

Apply the knowledge, skills and competencies developed in the module to design, develop and critique creative learning opportunities, reflecting the complexity and diversity of classrooms.
Implement up-to-date principles of user experience design and information design through visuals, text and digital technologies
Demonstrate an understanding of the conceptual decisions defining the development of educational resources and activities by implementing associated strategies and tools
Demonstrate a critical awareness of the online environment in digital education.
Identify, create and review opportunities for, and challenges to, engaging collaboratively in a blended environment.
Discuss and reflect on forms of evaluation for multimedia resources/artefacts whilst engaging the imagination and creativity

1. Active participation (30%) **16th Feb 2025** Participate in pre and post class activities set for each sub-topic of the module. *Marks will be awarded for the quality of contributions.* Requirements will be highlighted for each sub-topic of the module as you progress through the module and will be linked to (can be incorporated into) the overall design of changes in your content creation output and online engagement techniques adopted. It is expected that there will be approximately 15 items, at times some activities will be double weighted and this will be evident.
2. Demonstration of your Digital Creativity for your Classroom this includes new content creation and Online interaction using the skills and knowledge acquired in the sub-topics (50%) **(1st Feb 2025)**

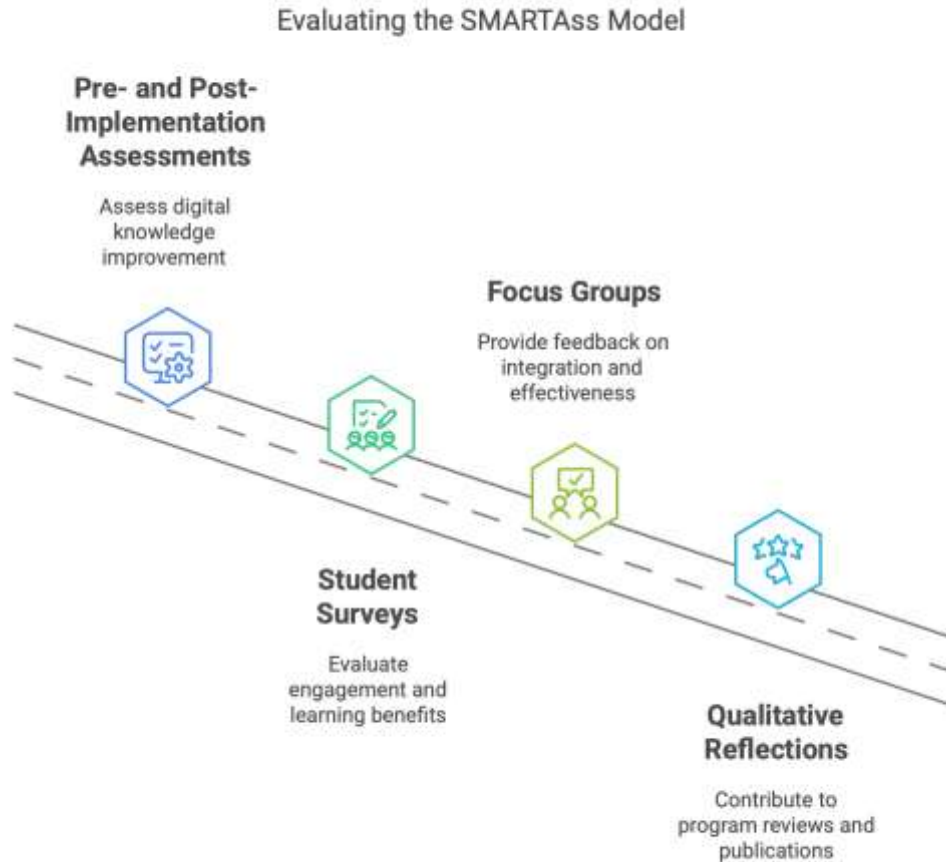


Phase 1

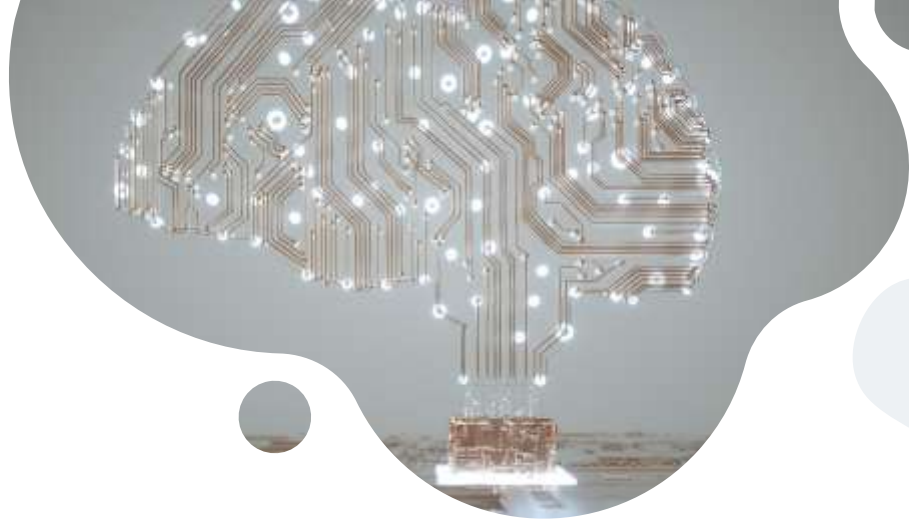


- Desk review of our modules that can be used for this research
- Ethics approval received
- Autoethnography aspects
- Familiarisation (phase) Braun/Clarke
- Action plan for phase 2

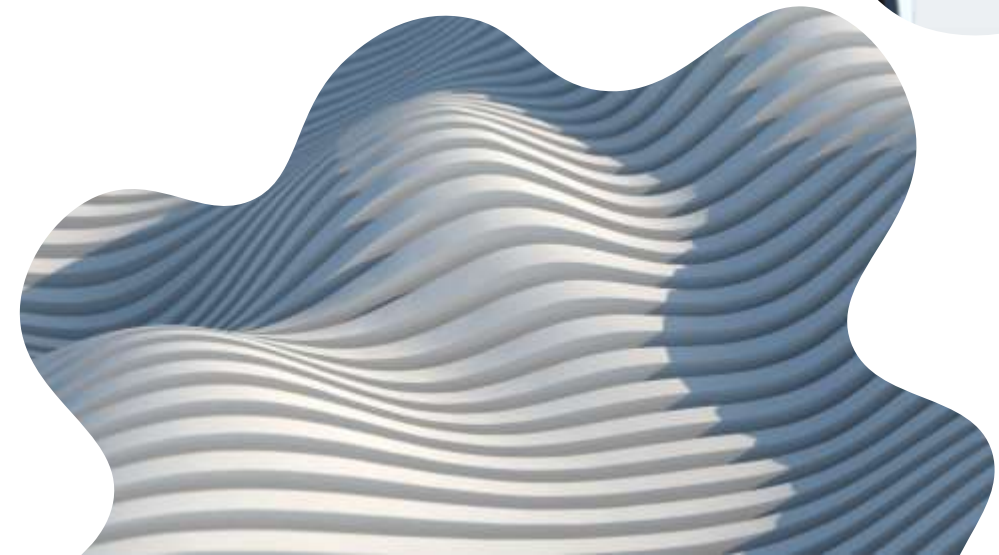
Phase 2



- CPD element
- Video production, assessment on the fly, multi-modal content, assessment
- Lab experimentation with digital education (technical aspect to alleviate challenges and illuminate student stories)
- Develop questions for our student survey
- Administer
- Data analysis
- Integrate DEC25, RISE
- Workshop
- Final report



Some thoughts



Case studies
autoethnography

collect data

redesigning on
the fly

assessment

Irene

Create a video and storytelling

Harassment architecture

Zeta

Eportfolio

Wordpress, teams, google sites

+

Authentic assessment

=

assessment – on the fly

Case studies





From the classroom

Sustainable Development Goal activity

Drag the sustainable development goal icons to their definitions on the right.

Keyboard instructions:

1. Tab to first column with the SDG Images on the left.
2. Press enter to select an image on the left.
3. Tab to the column on the right with the definitions.
4. Use the arrow keys on the keyboard to locate a definition.
5. Press enter to match the selection from the left with the chosen definition on the right.
6. Press the space bar to return to the left column of images and repeat the process.
7. Tab to the check button to check your answers.

Match images from the first column on the left to their definitions in column 2 on the right.



13 Climate Action



1 No Poverty



14 Life Below Water



11 Sustainable Cities and Communities



5 Gender Equality



3 Good Health and Well-being

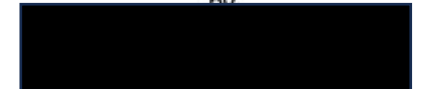
BOOK CREATOR



Digital Creativity in the Classroom

Digital Creativity Portfolio

by




Content and Interaction for Teaching and Learning Online

What is Learning 2 / 10

Update

Paula: Pulling the threads together



Educational Technology

Let the learning begin

Home About me The Learning Process Who I met & the learning shared The Ed Tech Good Bye

Introduction



**Digital Creativity
Portfolio
Assignment**

SETU, February 2025



Here's an image representing the persona of the student. Below is a detailed profile for your user story:

Persona Profile:

Name: Michael "Mike" Reynolds

Age: 32

Occupation: Computer Science Master's Student

Interests:

- Deeply enjoys gaming, particularly RPGs and strategy games.
- Passionate about technology but mostly as a consumer rather than a creator.

Goals:

- Wants to master advanced coding and software development for a career in game development or tech innovation.
- Aims to balance academic demands with his gaming hobbies.

Pain Points:

- Struggles with unfamiliar digital tools and software setups, particularly on laptops.
- Finds configuring development environments frustrating and time-consuming.
- Prefers visually intuitive tools but gets overwhelmed by dense interfaces.

Learning Preferences:

- Prefers step-by-step guidance with practical examples.
- Visual and hands-on learner—works better with tutorials and interactive sessions rather than dense reading.
- Relies on peers and online communities like forums or YouTube for help.

Technology Proficiency:

- Expert gamer and comfortable navigating gaming systems.
- Intermediate user of coding tools but avoids troubleshooting complex technical issues.

Personality Traits:

- Curious, motivated, and enjoys challenges (when they align with his interests).
- Occasionally procrastinates, especially when tasks feel overwhelming.

Teaching Recommendations:

1. **Interactive Tutorials:** Incorporate gamified learning or interactive modules.
2. **Guided Practice:** Provide explicit instructions for technical setups and ensure support resources are easily accessible.
3. **Peer Collaboration:** Encourage group activities where students can learn from each other.
4. **Simplify Tech Use:** Use streamlined and user-friendly software for coursework.
5. **Gamification Elements:** Add rewards or badges for completing milestones to tap into his gamer motivation.

Learner persona's



OWEN

Digital Heritage Programme
Applicant
Age: 53

Would like to pursue a BA in Digital Heritage, and looking to use RPL for both entry and Exemption

EDUCATION

1986-1988

University of Texas at Austin

- Bachelor of Arts Degree (did not complete)

*Comment: How did Owen achieve Entry Reqs? How far did Owen get?
Currency: Has he used the learning since or is it now of limited value*

SKILLS (RATING)



Comment: Peer Review is excellent. Establish bona fides and merits of reviewers. Establish relevance to degree in terms of Entry and LOs of potentially exempted modules.

EXPERIENCE

Nominations

Academy Awards 1
British Academy Film Awards 1
Golden Globe Awards 1
Screen Actors Guild Awards 2

Critics Awards Nominations (1998-2011)

- 11 Nominations
- No wins

Comment: Once again the Peer Review is excellent. Establish bona fides and merits of reviewers. Establish relevance to degree in terms of Entry and LOs of potentially exempted modules.

CONTACT

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DIKW Pyramid

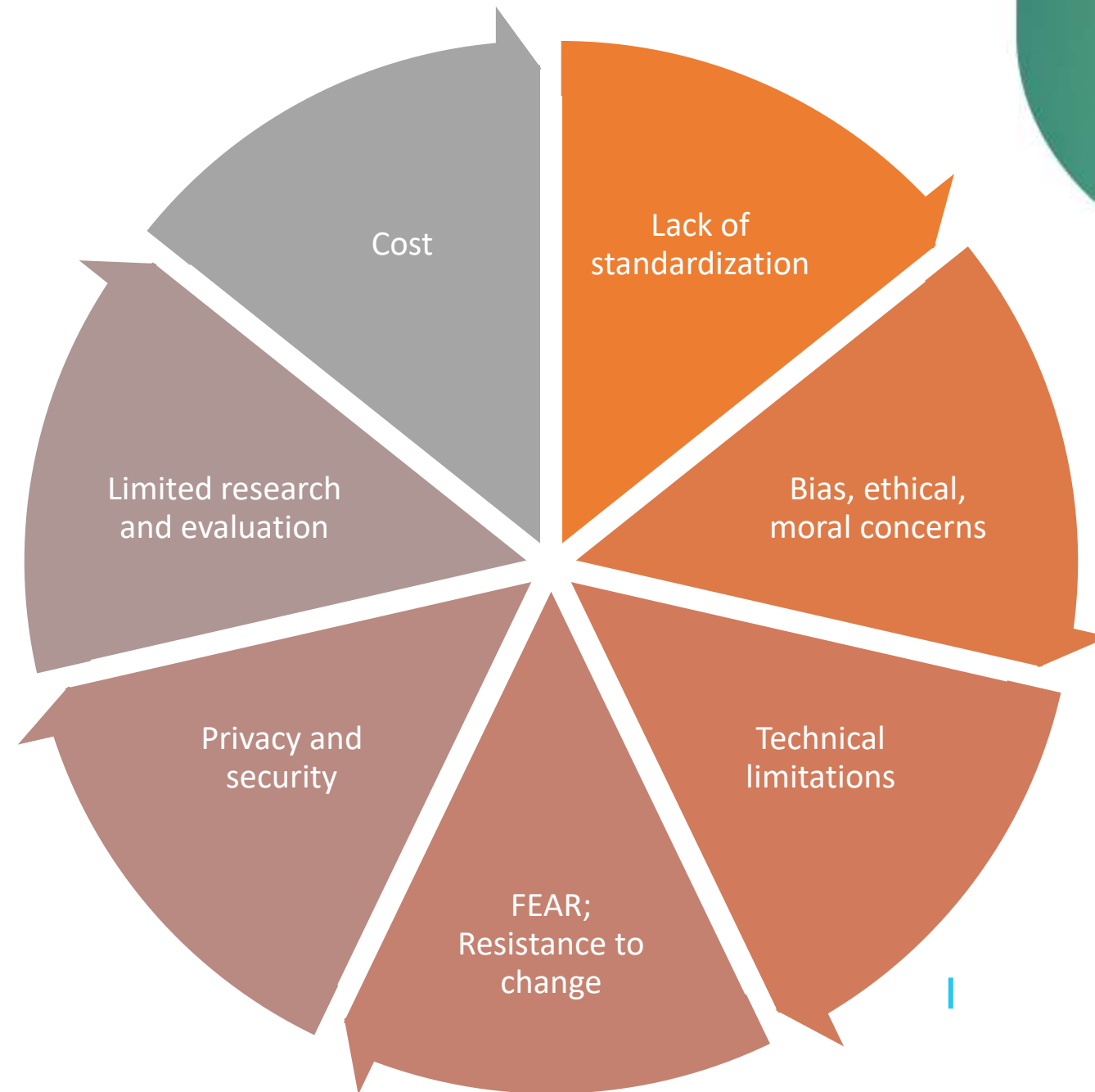


Source: Adaptation from DIKW pyramid R. Ackoff, 1989

Jeff Winter

challenges







AI as Multidimensional

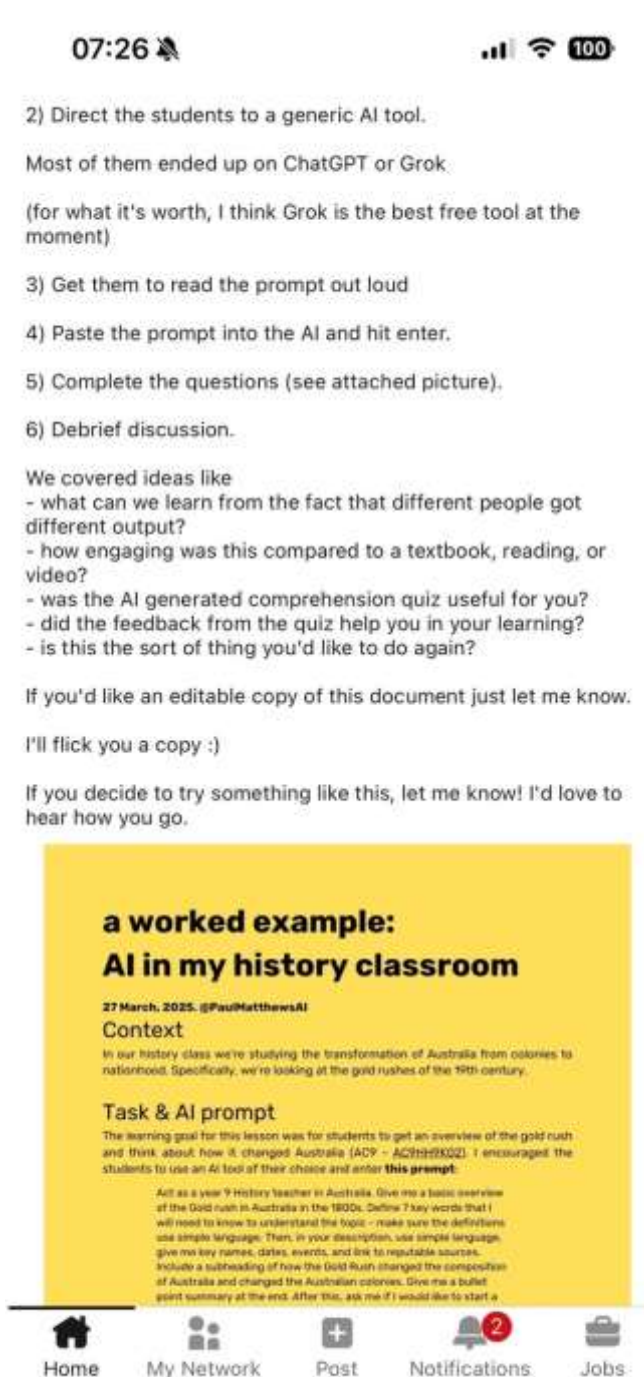
Non-technical elements
Discursive/narrative legitimation
Reimagined meanings of knowledge

Now and using a Futures literacy lens

- Do new courses for me
- Exec function for big voluminous meetings where I contribute to decision making
- AI reviewers – journals, conf review
- AI supervision – PAAIR model
- AI coding - 1st iterations of analysis ...can you trust it
- Whats at stake
- Grant applications/thesis writing
- Contribution/discussion
- Agentic research

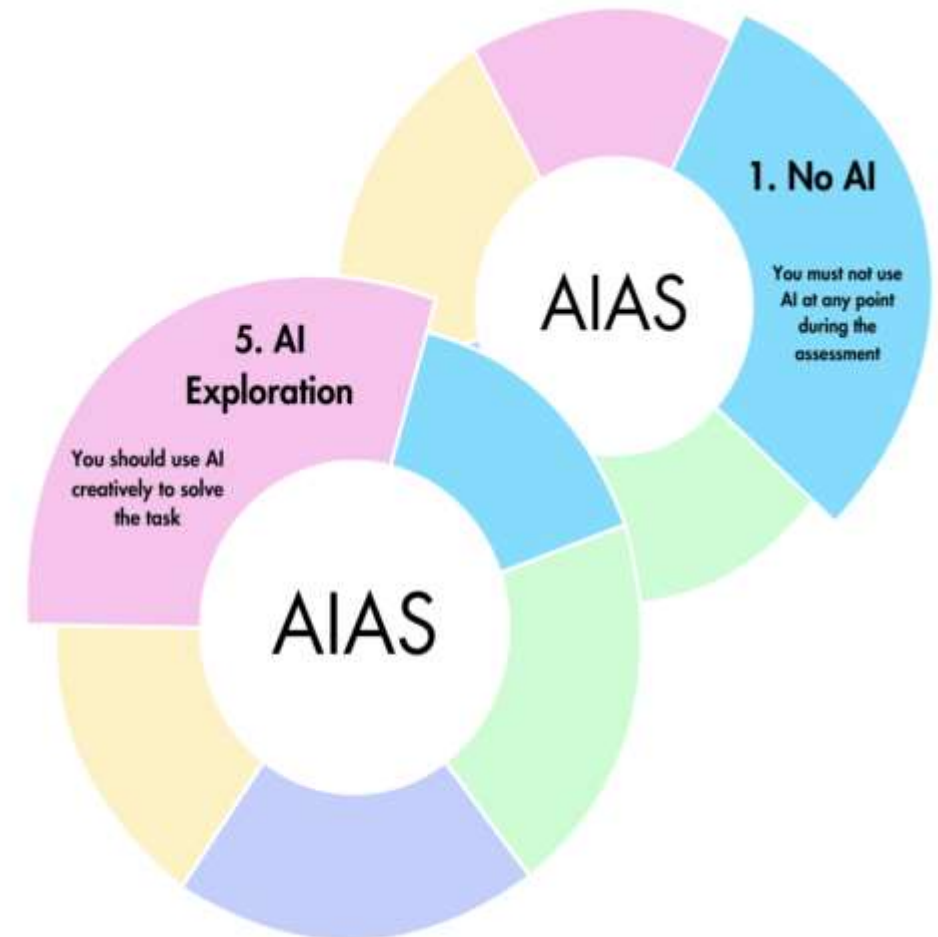


- Social construction of AI – algorithms, data and codes engender political, social and ethical dimensions (Joyce et al 2021)
- Usage is 'socially shaped'
- Healthcare, work, politics and policing (Sachs, 2019; Pugh, 2020)
- Agency versus structure-focused approaches
- Emotions, complexity of the everyday, politics of empowerment
- 'Decolonization' of AI
- Public scholarship









Updating the AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.






EU AI ACT

LinkedIn

AI Literacy and the AI Act: The Opportunities and Challenges of AI for Industry

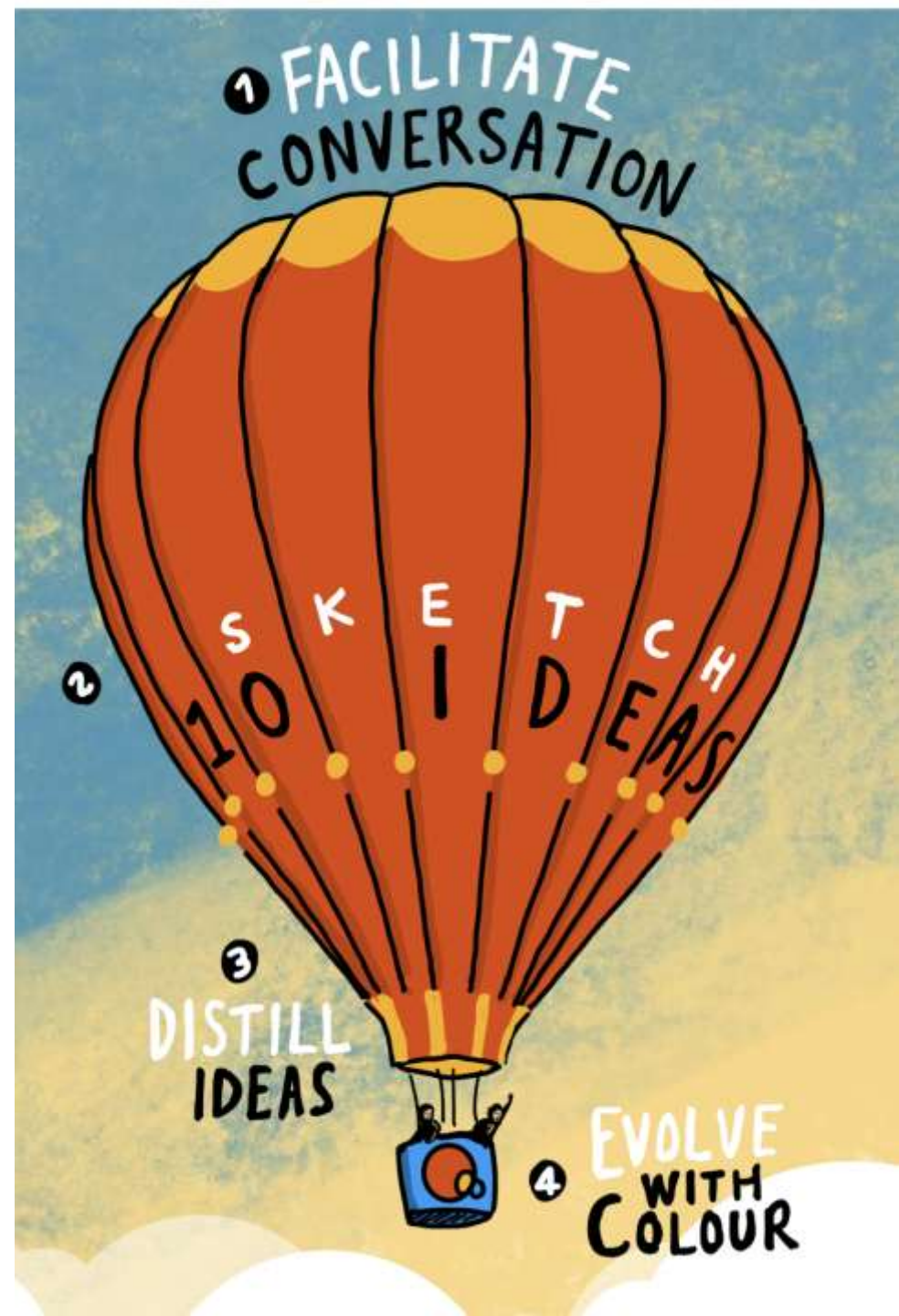
Professor Barry O'Sullivan, FAAAI, FAAIA, FEurAI, FIAE, FICS, MRIA
Insight Research Ireland Centre for Data Analytics
School of Computer Science & IT, University College Cork

  Funded by the European Union
NextGenerationEU  European Digital Innovation Hubs Network



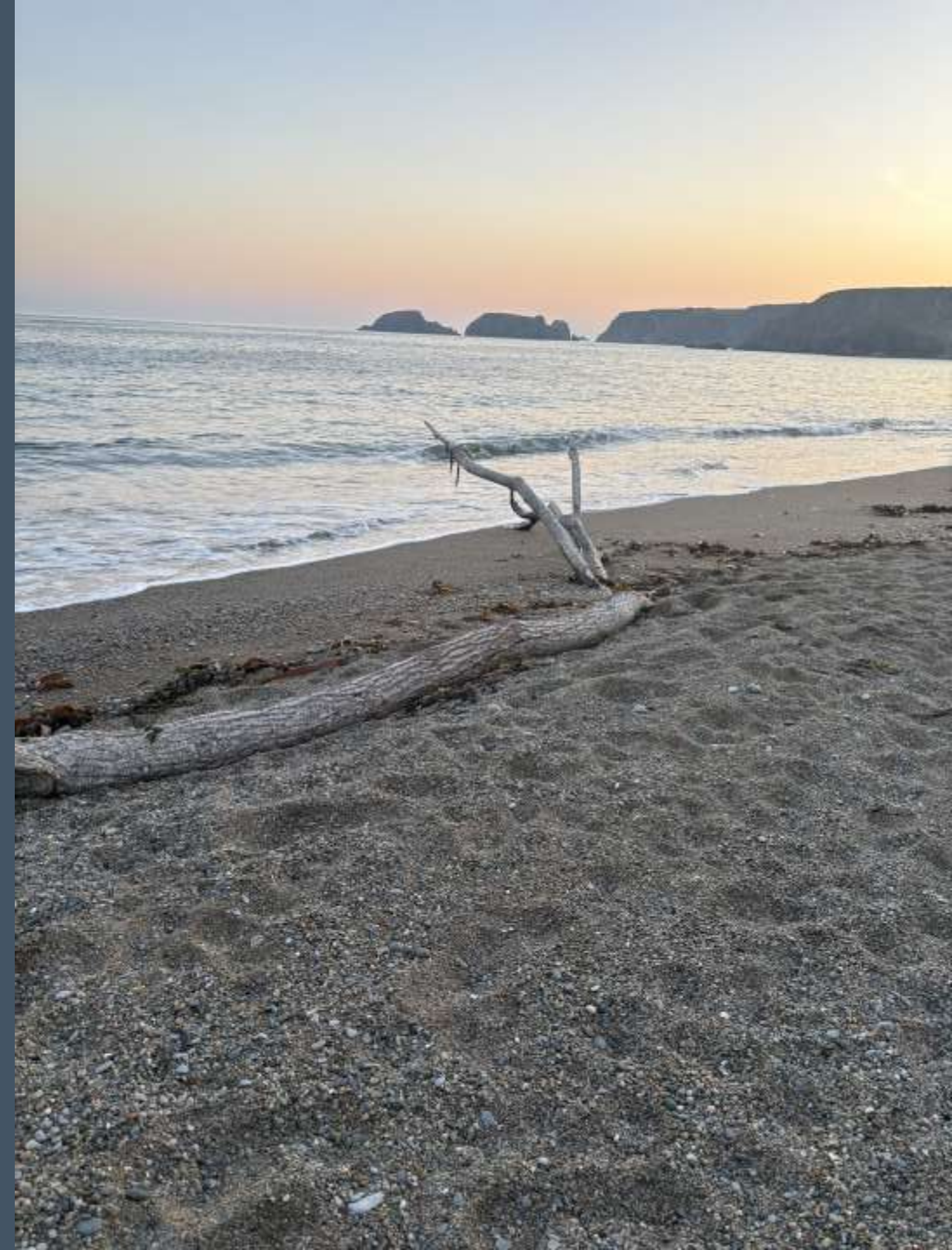
Thinkers

@amyburvall @AngelaMaiers @AudreyWatters @bali_maha
@bevangelist @bobharrisonset @bonstewart @brlamb
@BryanMMathers @catherinecronin @cogdog
@creativecommons @DAJBelshaw @dotcomrades @Downes
@educause @epilepticrabbit @GrahamBM @grainnehamilton @HargreavesBC
@jimgroom @jimpknight @joi @kinlane @MiaZamoraPhD @mindshiftkqed
@pasi_sahlberg @rec54 @RethinkPlastic @scotlandlouis @SirKenRobinson
@stephenheppell @szerge @timbuckteeth @timekord @urban_teacher
@visualthinkery @weareopencoop @WholeEducation
@willrich45 @wiobyne @zerowasteurope John Dewey Paulo Freire
wao



Mantra

**use AI to
spend more
time
@beach**





6 Tenets of Postplagiarism: Writing in the Age of Artificial Intelligence

Sarah Elaine Eaton

In *Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity* (2021) I introduced the idea of life in a postplagiarism world. Here, I expand on those ideas.

Hybrid Human-AI Writing Will Become Normal

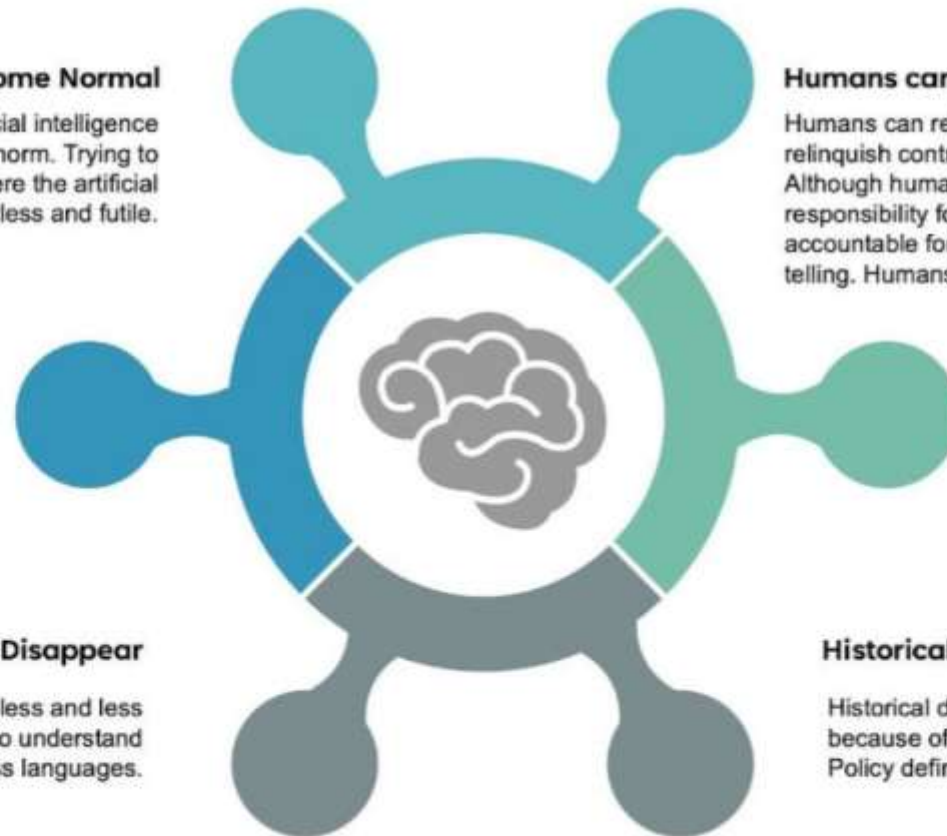
Hybrid writing, co-created by human and artificial intelligence together is becoming prevalent. Soon it will be the norm. Trying to determine where the human ends and where the artificial intelligence begins is pointless and futile.

Human Creativity is Enhanced

Human creativity is enhanced, not threatened by artificial intelligence. Humans can be inspired and inspire others. Humans may even be inspired by artificial intelligence, but our ability to imagine, inspire, and create remains boundless and inexhaustible.

Language Barriers Disappear

One's first language will begin to matter less and less as tools become available for humans to understand each other in countless languages.



Humans can Relinquish Control, but not Responsibility

Humans can retain control over what they write, but they can also relinquish control to artificial intelligence tools if they choose. Although humans can relinquish control, they do not relinquish responsibility for what is written. Humans can – and must – remain accountable for fact-checking, verification procedures, and truth-telling. Humans are also responsible for how AI-tools are developed.

Attribution Remains Important

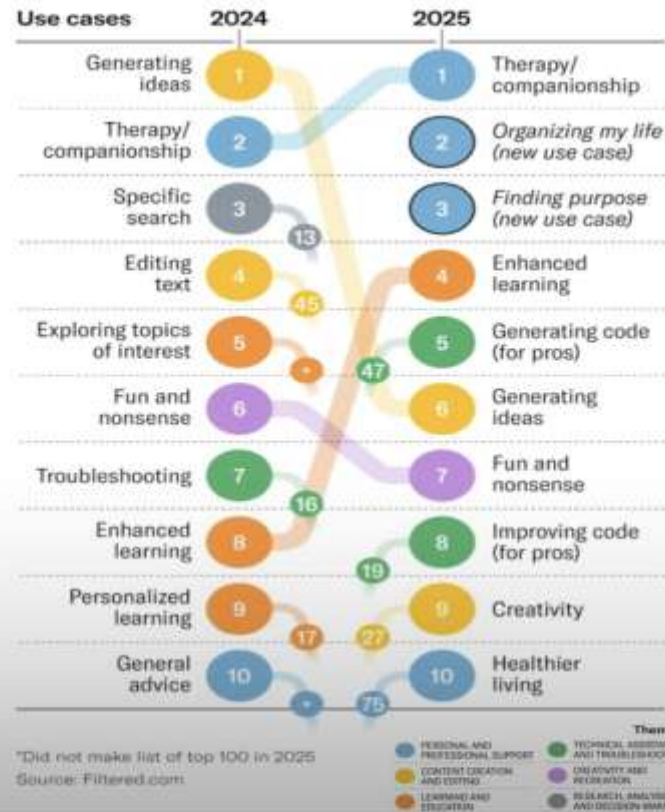
It always has been, and always will be, appropriate and desirable to appreciate, admire, and respect our teachers, mentors, and guides. Humans learn in community with one another, even when they are learning alone. Citing, referencing, and attribution remain important skills.

Historical Definitions of Plagiarism No Longer Apply

Historical definitions of plagiarism will not be rewritten because of artificial intelligence; they will be *transcended*. Policy definitions can – and must – adapt.



Top 10 GenAI Use Cases 2024 VS 2025



PAIRR Model by UC Davis Writing Program



Tim Evans

Leader in Learning Technologies and Innovation - ...

A lot of talk about AI in education, which is great, but what's going on over the fence...
...more



13



think about authenticity, integrity, academic freedom, precarious contracts, tenure, knowledge owner, DPO/GDPR



Disruptive
digitalization

Change



This Photo by Unknown Author is licensed under [CC BY](#)

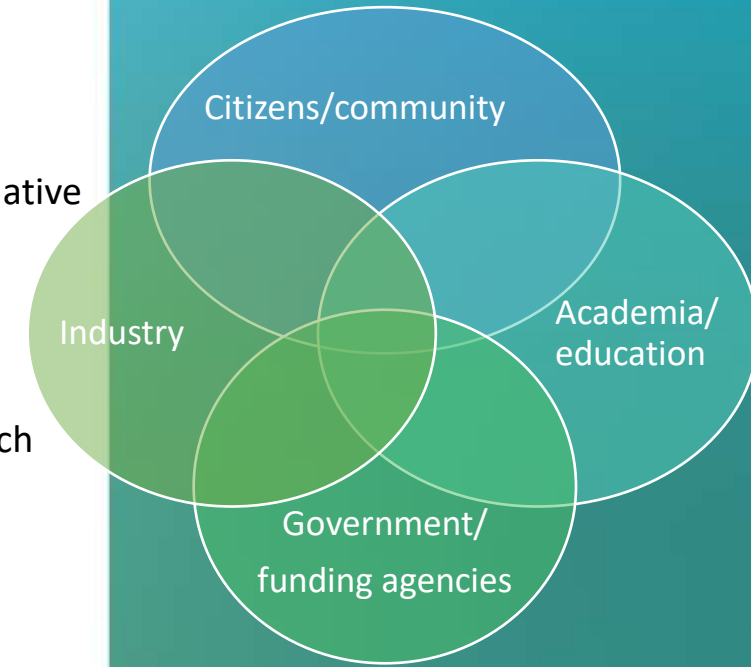
- Quadruple helix

- Citizens/community
academia/educationalists
governmental agencies
industry

- IPR

Landscape

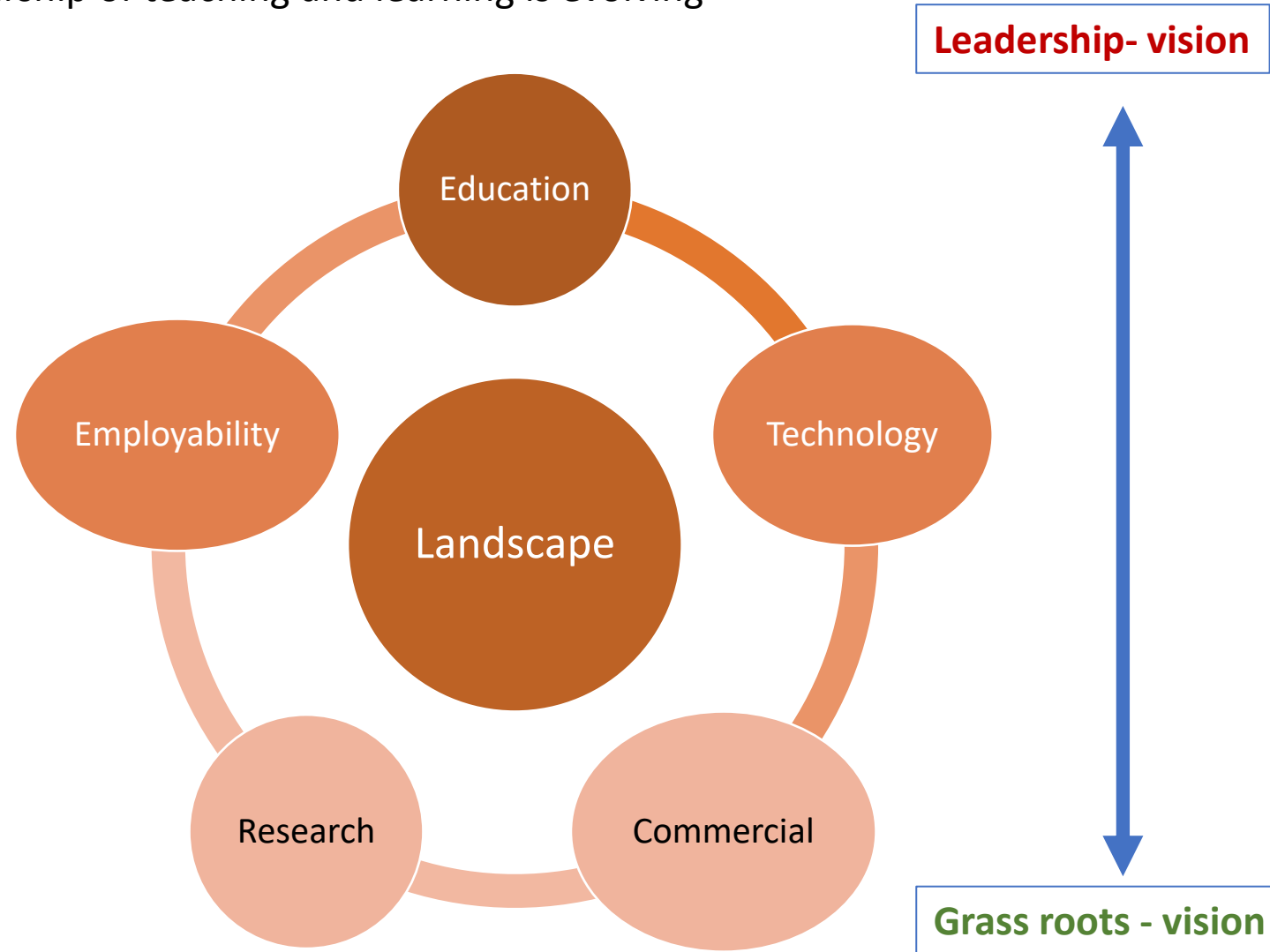
- Role of Emerging technology in our society
- AI for enhanced accessibility to education and transformative learning
- Difficult to grasp, jargon, license complexity, anxiety
- Lack of transparency, knowledge and understanding of technology is a barrier to social change.
- Challenge illustrates the need for a collaborative approach that invokes;
 - Open dialogue
 - Transparency
 - Tertiary education participation
 - Sharing of accessible, engaging resources and knowledge with researchers, teachers, lecturers, students and citizens, communities, organisations





Credit: aoshlick

Technology and pedagogy are tightly coupled
Scholarship of teaching and learning is evolving







Any questions?



[Zdooly](#) and IBMcCormick



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