



Rethinking Assessment in Living Labs: Building Trust, Authenticity, and Media-Rich Learning in the Age of AI

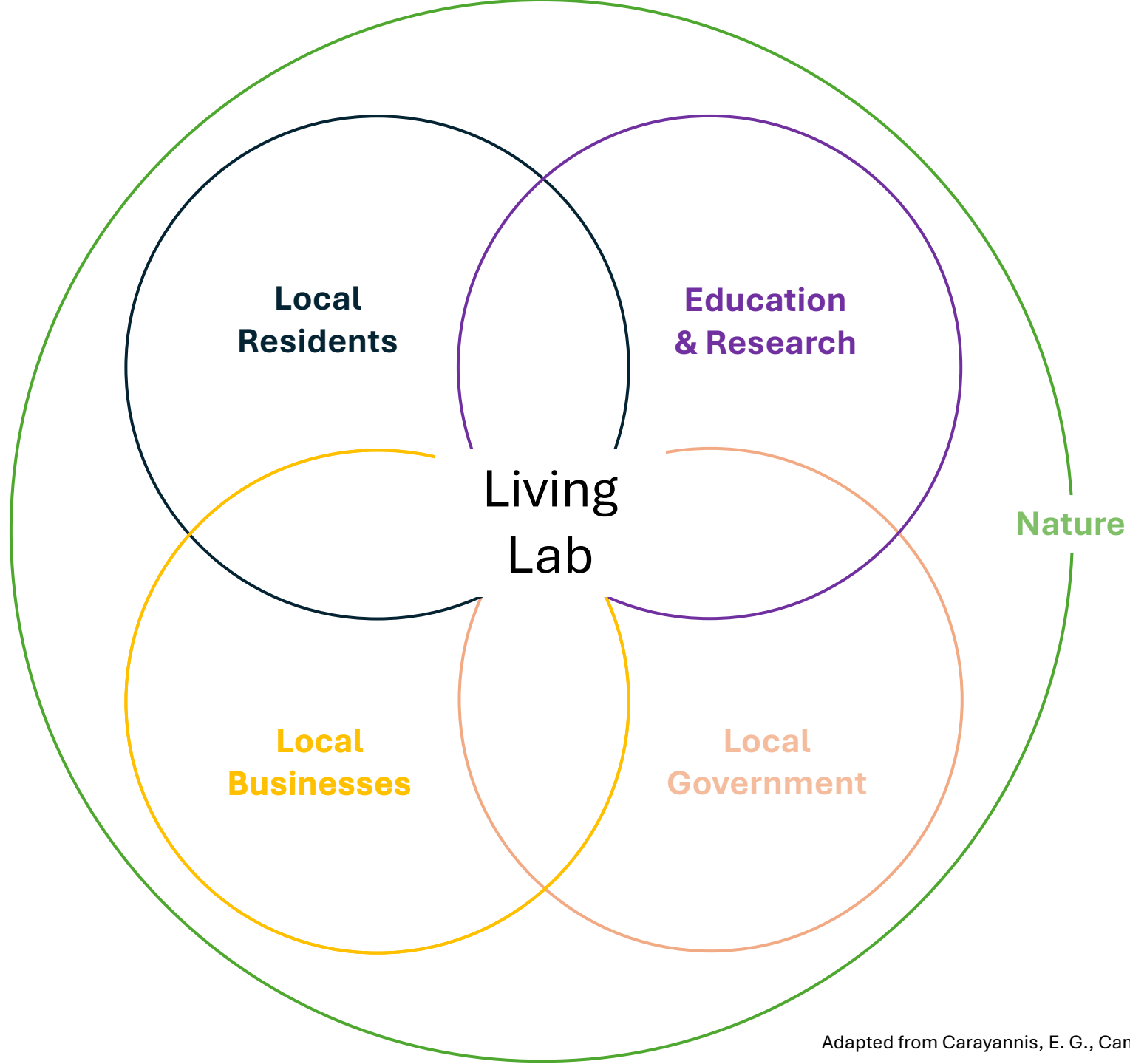


Our Challenge

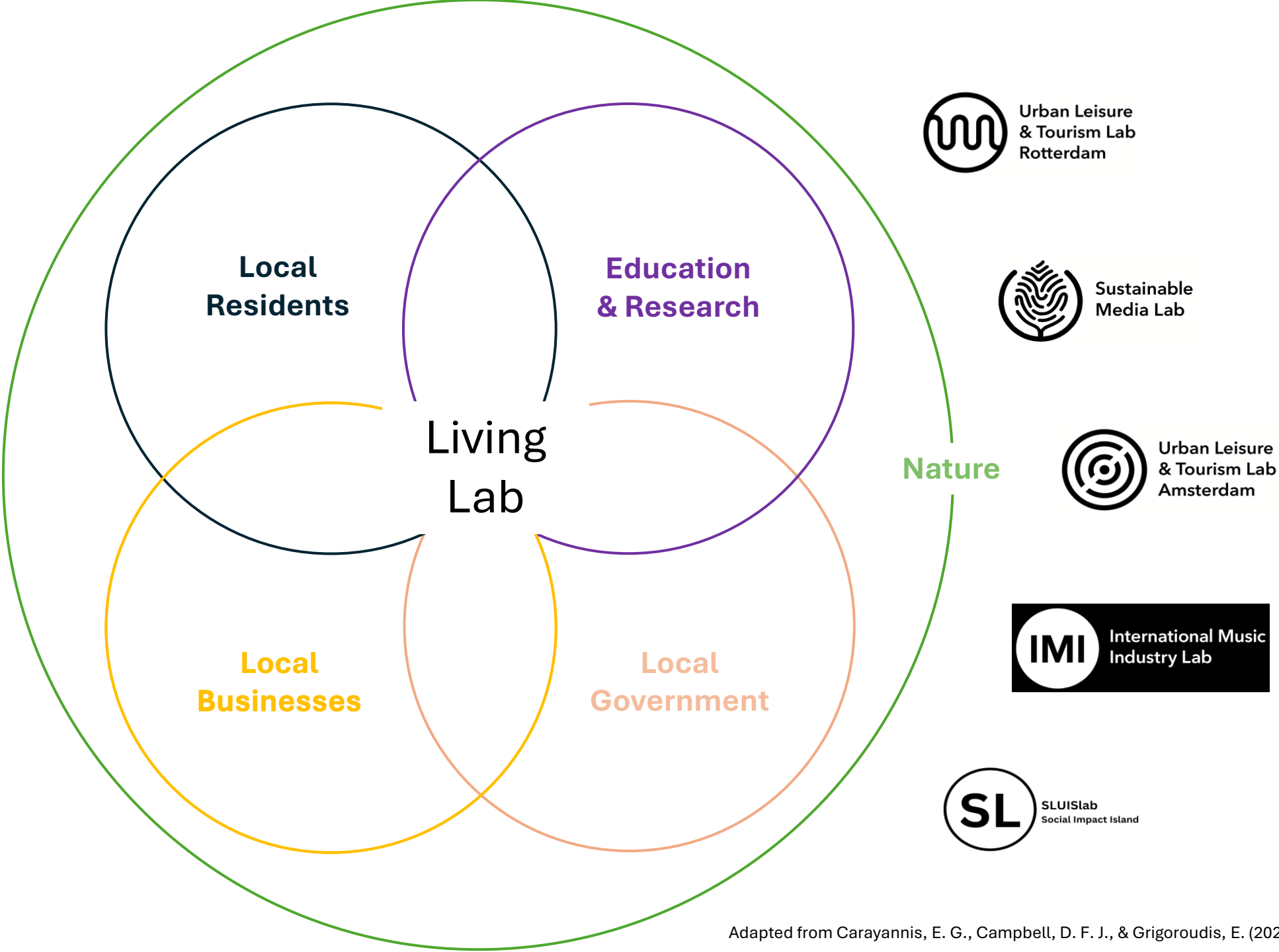
AI is changing assessment faster than assessment is changing

- Students can generate convincing outputs instantly
- Detecting AI use is a losing battle
- *"What did students produce?" vs. "How did they learn?"*

Living Labs



Living Labs





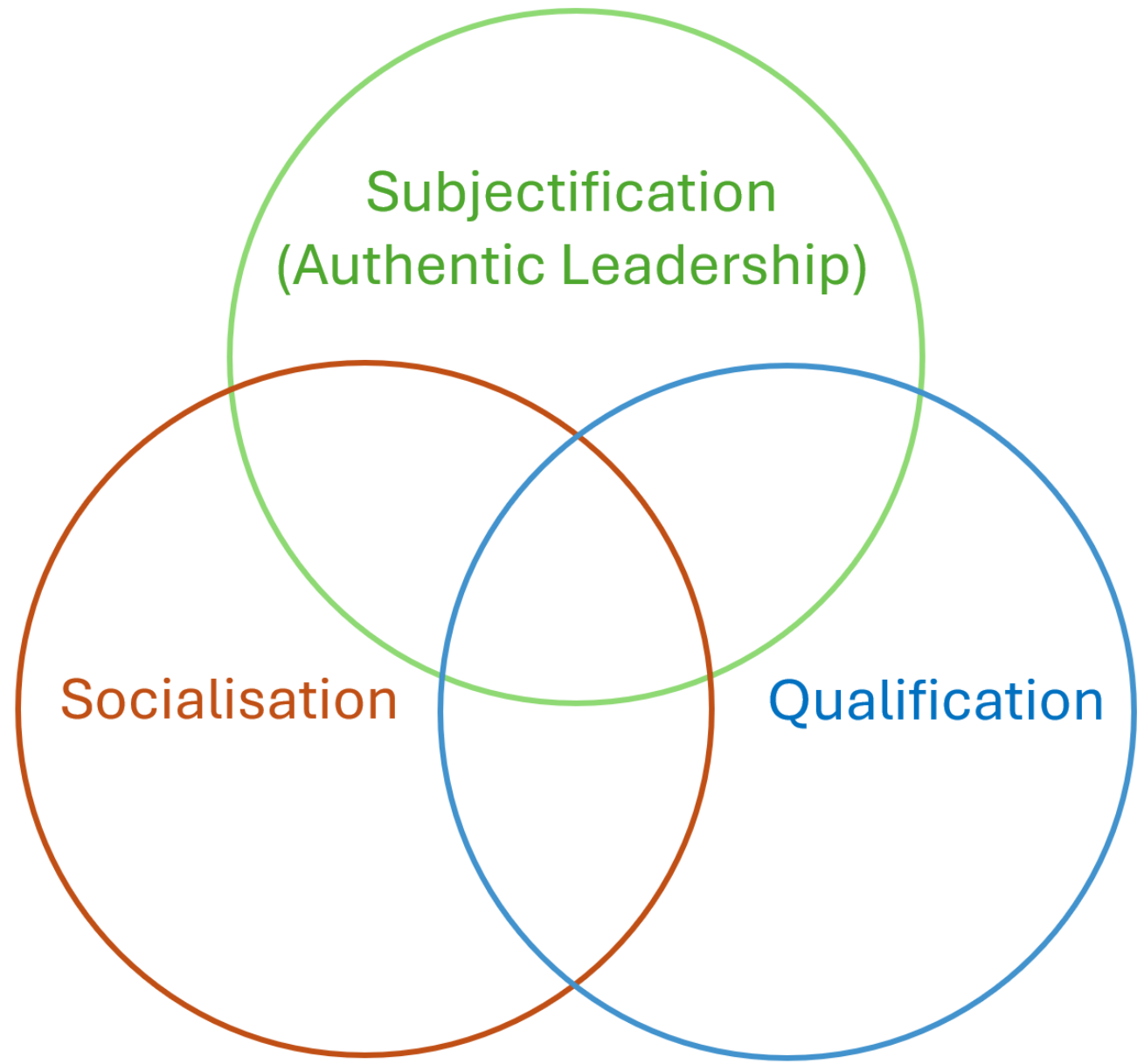
What if we assessed learning instead of products?

Our Experiment

- 20-week Living Lab projects
- Real-world "wicked problems"
- Focus on visible learning, reflection, and feedback

Design Principles

- Develop capability
- Learn with and from others
- Become the author of your own learning





Personal Portfolio

- Weekly reflection prompts in Moodle
- Three formative poster presentations
- Growth documented across the semester

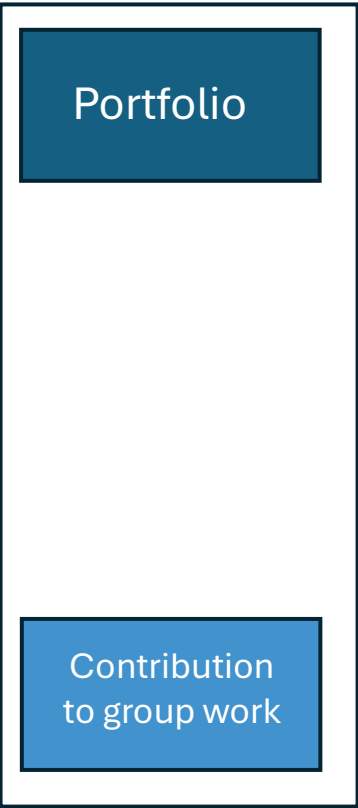
Making Learning Visible



**Formative
Feedback 1**

Individual

Poster Presentation 1

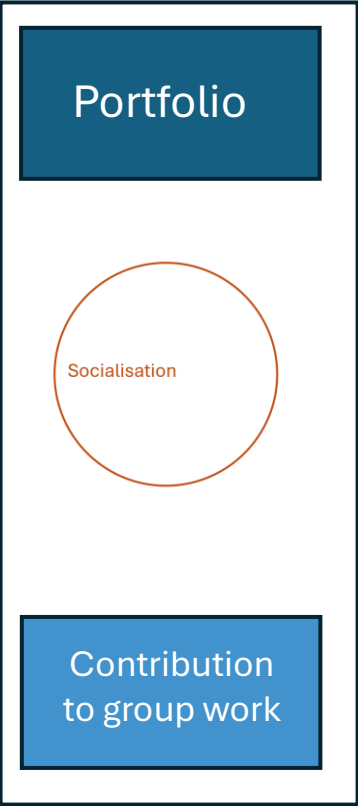




Individual

Poster Presentation 1

Formative Feedback 1



Poster Presentation 2

Formative Feedback 2



Poster Presentation 3

Formative Feedback 3



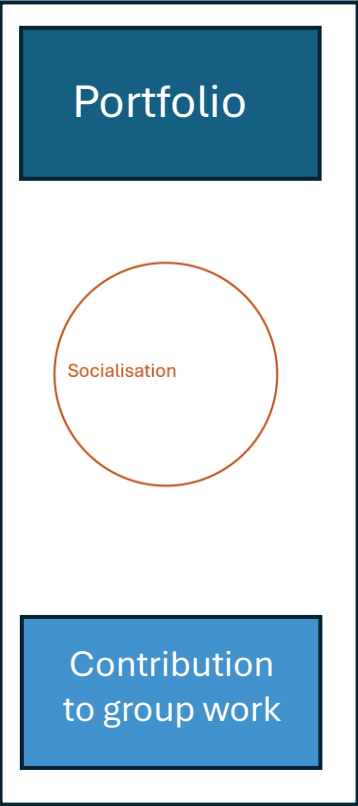
Assessment process Living Labs – 2025-2026



Individual

Poster Presentation 1

Formative Feedback 1



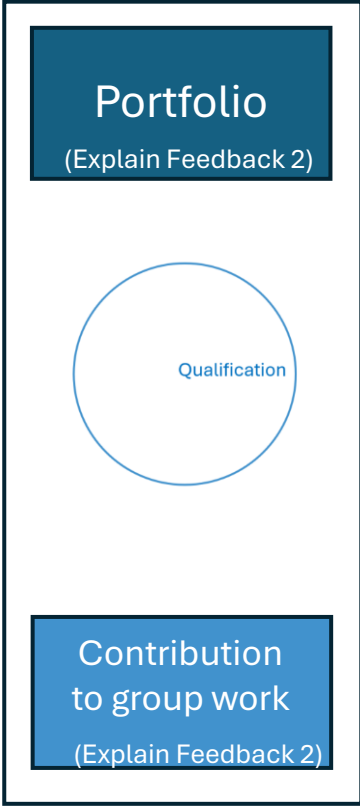
Poster Presentation 2

Formative Feedback 2



Poster Presentation 3

Formative Feedback 3



Final Assessment 1

Summative Assessment



Assessment process Living Labs – 2025-2026



Individual

Poster Presentation 1

Formative Feedback 1

Portfolio

Socialisation

Contribution to group work

Poster Presentation 2

Formative Feedback 2

Portfolio

(Explain Feedback 1)

Subjectification
(Authentic Leadership)

Contribution to group work
(Explain Feedback 1)

Poster Presentation 3

Formative Feedback 3

Portfolio

(Explain Feedback 2)

Qualification

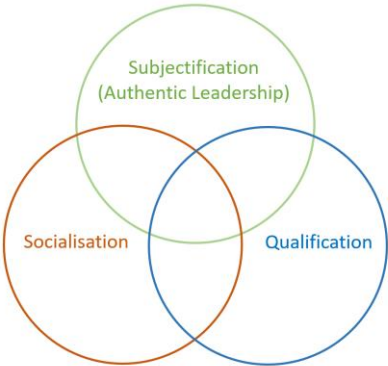
Contribution to group work
(Explain Feedback 2)

Final Assessment 1

Summative Assessment

Portfolio

(Explain Feedback 1,2,3)



Contribution to group work
(Explain Feedback 1,2,3)



Group

End of climb 1

Collaborating Partners

Project

End of climb 2

Collaborating Partners

Project

End of climb 3

Collaborating Partners

Project

End of climb 4

Collaborating Partners

Project





Feedback & Assessment



Feedback becomes evidence of learning

- Peer, coach, and stakeholder feedback
- Shared and transparent feedback cycles
- Students respond, adapt, and improve

Students must clearly specify use of AI

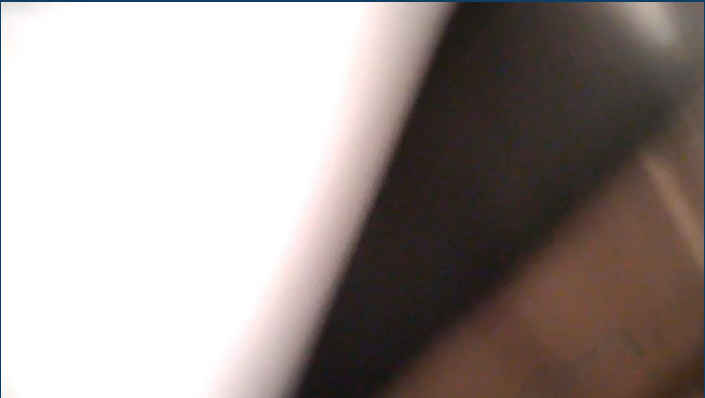
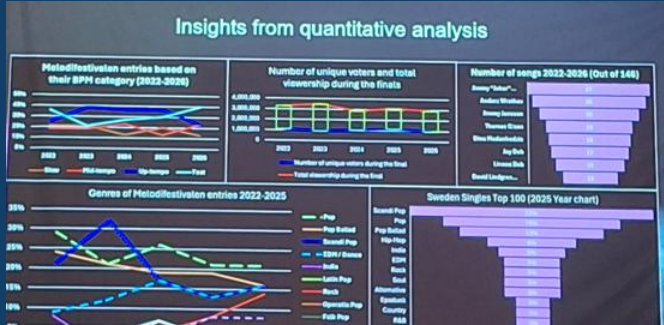
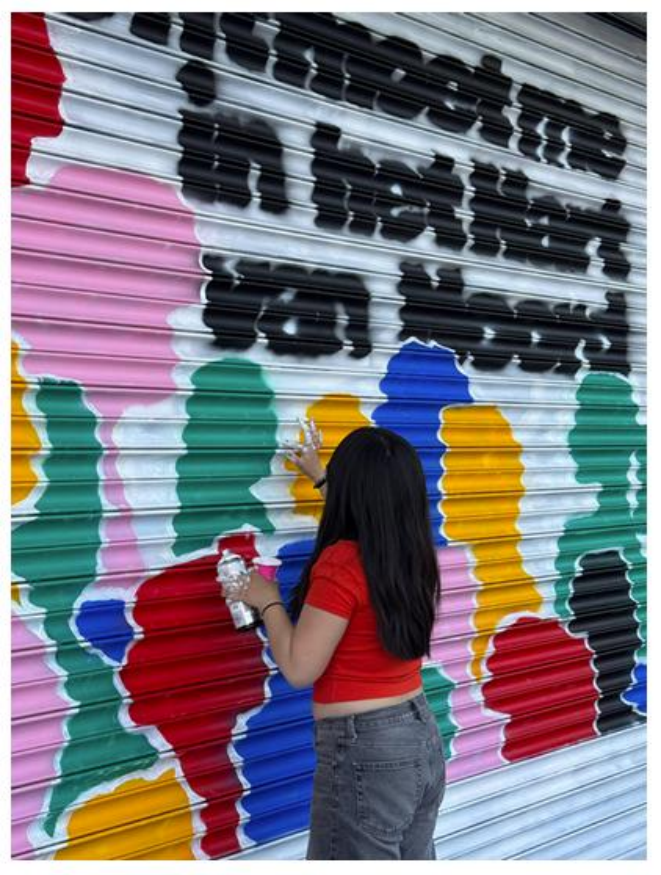
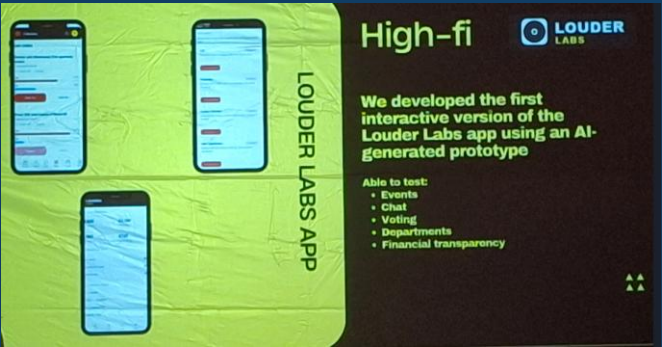
Correct APA sourcing of a variety of academic and non-academic sources including bibliography of sources. AI tools are listed as part of the APA sourcing. A clear explanation is provided of how AI and other supporting tools were used to compile the report.

Assessment Criteria – Inholland Living Labs – Study Handbook (2026)

To support my learning and productivity, I also incorporated AI tools into my workflow. I used them to improve the clarity of my English writing, summarize academic papers and books, and process large amounts of information more efficiently. This allowed me to spend more time on critical thinking, creativity, and applying knowledge in a practical way.

Student portfolio – Anna Ortiz Martínez (June 2026)

Media Rich Outputs



10 YEARS



Urban Leisure
& Tourism Lab
Amsterdam

inholland
hogeschool



Night Market, Amsterdam Noord, Dec. 2025

CONNECT WITH THE AUDIENCE

I

DISCOVERED

COMMUNITY-ORIENTED COMMUNICATION

COMBINING CREATIVITY AND RESEARCH

STAKEHOLDERS CROSS-CULTURALLY

↓

HOW TO TACKLE

↓

BEING RECEPTIVE TO INPUT

AUDIENCE INTERACTION

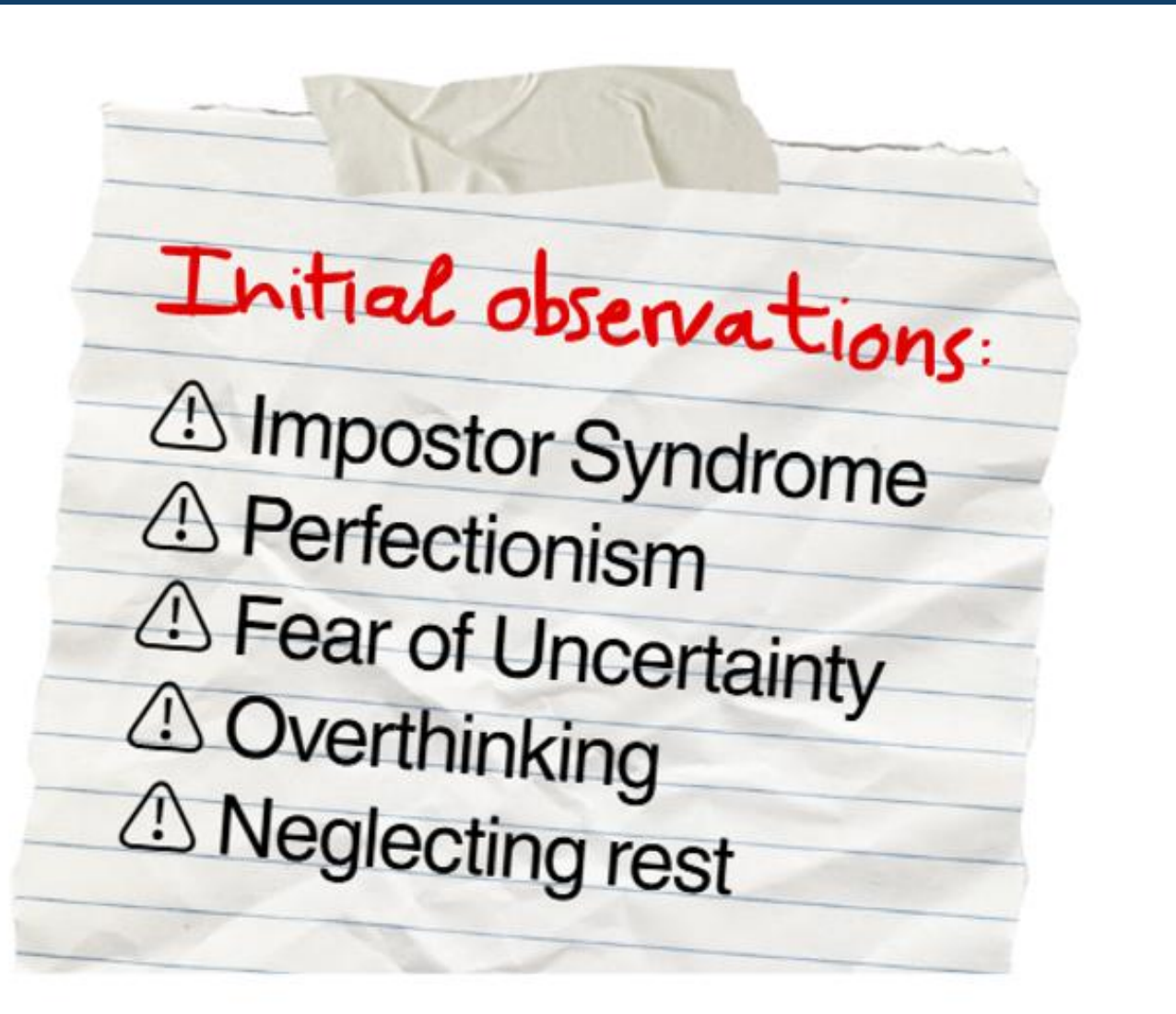
SKILLS

What we are learning?

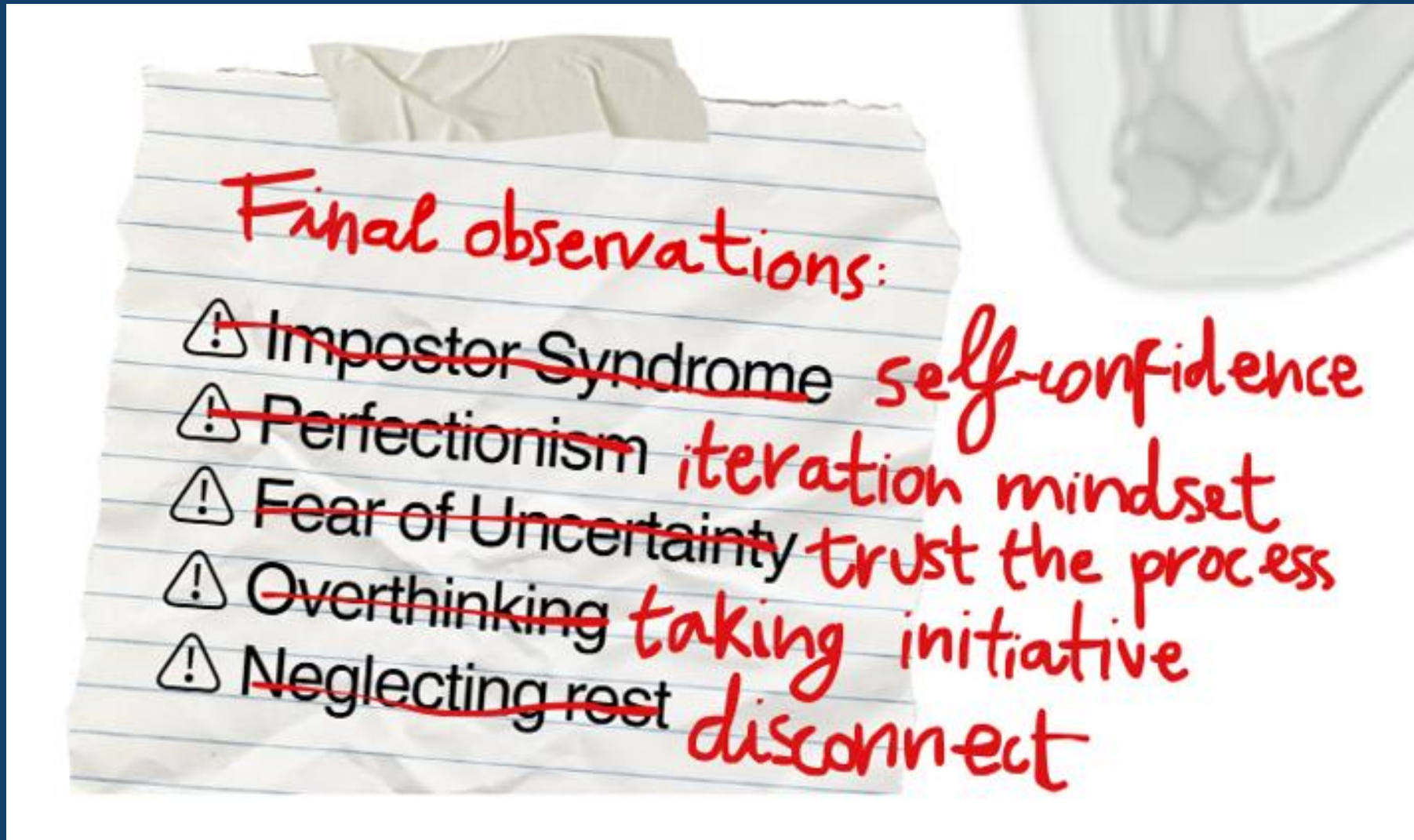
What students and assessors tell us

- Students have stronger ownership of learning
- Iterative 360 reflection tracks progress
- Assessors focus less on coaching (not AI detection)

What we are learning



What we are learning





This is not a finished solution

Trade offs

- Trust requires careful design
- Formative assessment takes commitment
- We continue to iterate every semester

Discussion

**If AI can generate products,
should assessment focus less
on what students submit, and
more on how learning
becomes visible?**

LEARNING IN A LIVING LAB

Mirthe van den Hee
Lieven Desomviele
Zac Woolfitt
Isabelle Vandevyvere

OWL PRESS

Knowing what to do,
when you don't know what to do

Hoeksteen

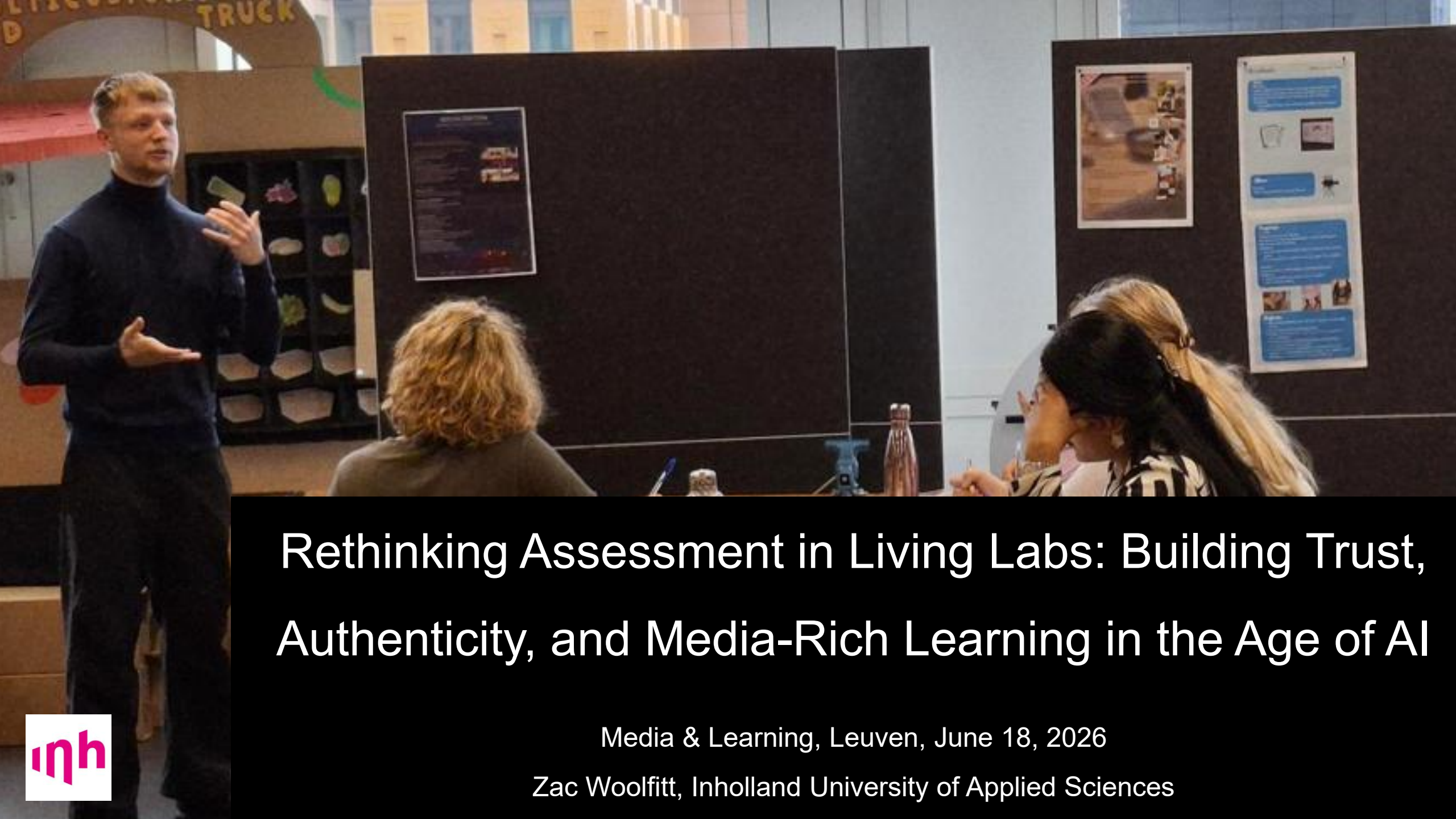
Knowing what to do,
when you don't know what to do



edu.nl/8b6ck

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Media & Learning, Leuven, June 18, 2026

Zac Woolfitt, Inholland University of Applied Sciences