

Fair Educational Assessment in the Age of AI (FAIR-ASSESS)

Dr. Josette Daemen
Leiden University



Two questions about GenAI in educational assessment

Two questions about GenAI in educational assessment

- Empirical: in what ways do students and teachers in higher education make use of GenAI in the context of educational assessment?

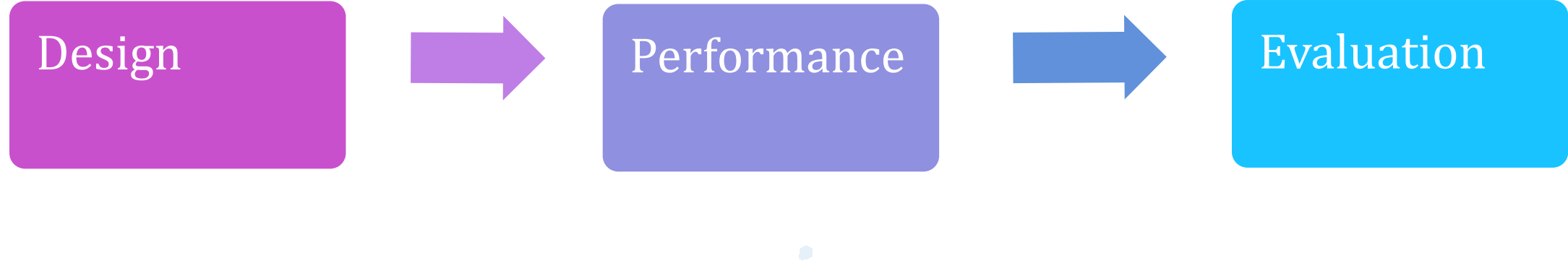
Two questions about GenAI in educational assessment

- Empirical: in what ways do students and teachers in higher education make use of GenAI in the context of educational assessment?
- Normative: what principles should guide the use of GenAI in higher education assessment practices in order to keep/make them fair?

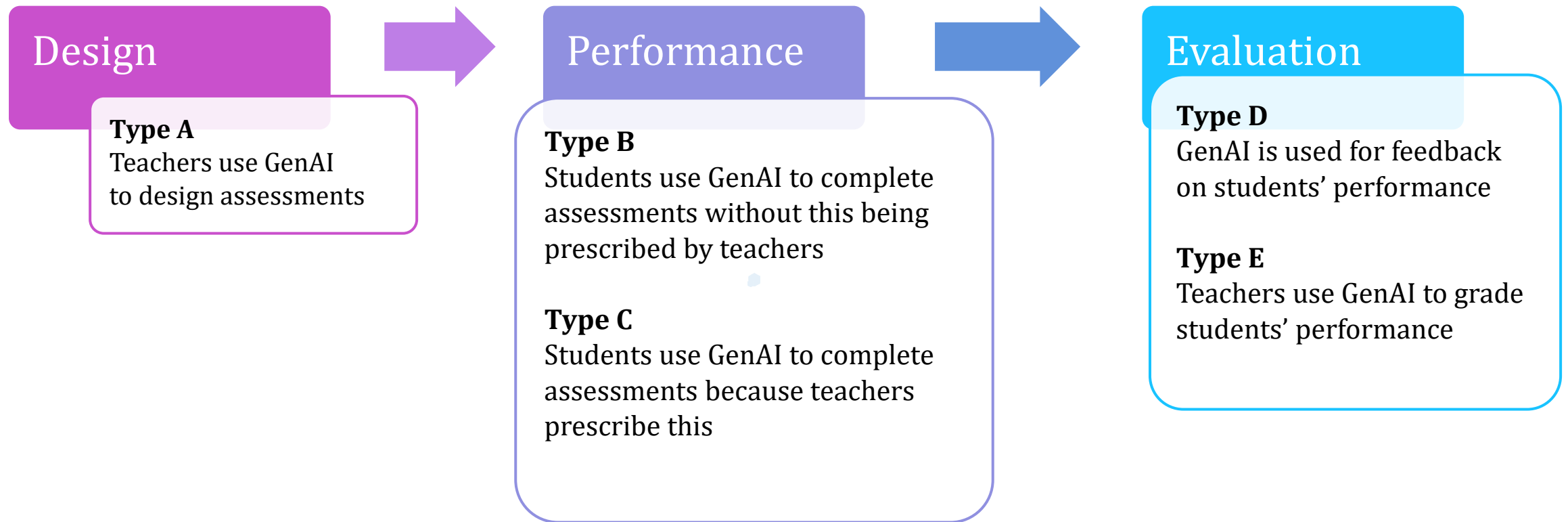
In what ways do students and teachers make use of GenAI in educational assessment?



In what ways do students and teachers make use of GenAI in educational assessment?



In what ways do students and teachers make use of GenAI in educational assessment?



How to regulate GenAI use in educational assessment practices to keep/make them fair?

How to regulate GenAI use in educational assessment practices to keep/make them fair?

- Assessment should be *valid*: assessments should ensure sufficiently accurate judgments about students' proficiency with regard to the content targeted by the assessment

How to regulate GenAI use in educational assessment practices to keep/make them fair?

- Assessment should be *valid*: assessments should ensure sufficiently accurate judgments about students' proficiency with regard to the content targeted by the assessment
- Assessment should be *transparent*: assessments should be based on a substantive understanding of what constitutes good work that is shared by students and teachers

How to regulate GenAI use in educational assessment practices to keep/make them fair?

- Assessment should be *valid*: assessments should ensure sufficiently accurate judgments about students' proficiency with regard to the content targeted by the assessment
- Assessment should be *transparent*: assessments should be based on a substantive understanding of what constitutes good work that is shared by students and teachers
- Assessment should be *authentic*: assessments should ensure meaningful student engagement with assessment content, in line with students' own learning interests

How to regulate GenAI use in educational assessment practices to keep/make them fair?



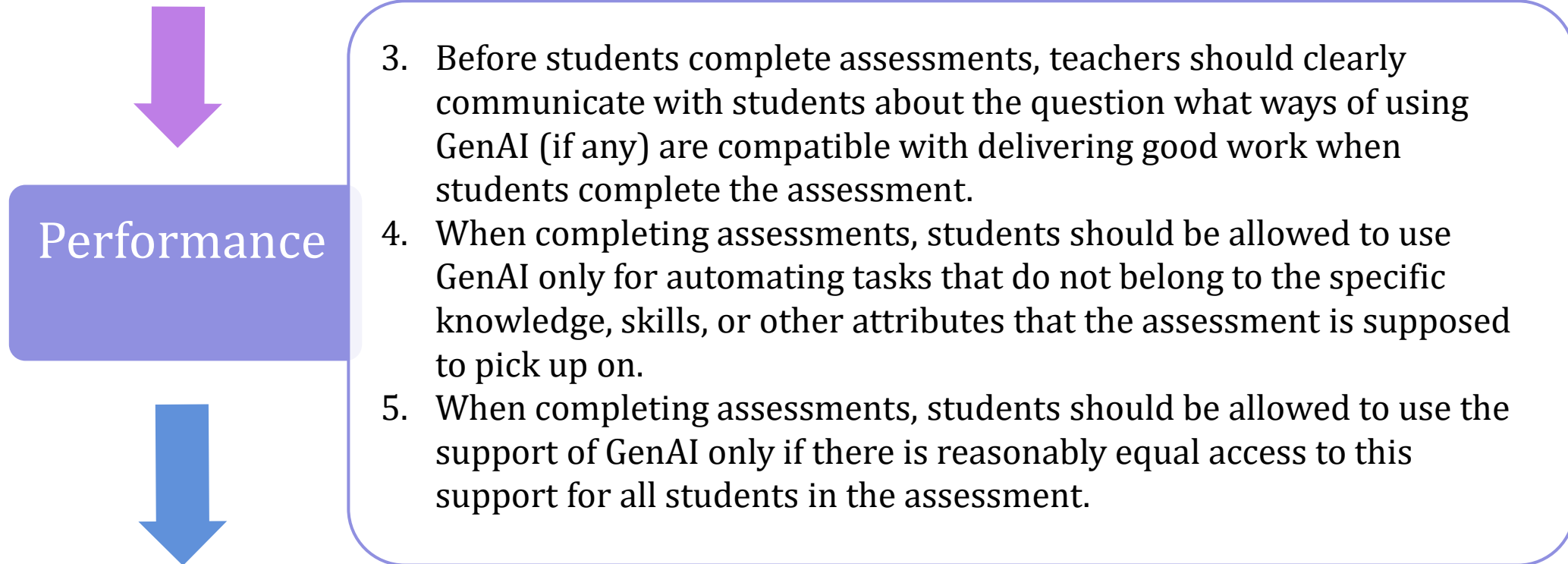
How to regulate GenAI use in educational assessment practices to keep/make them fair?

Design



1. When designing assessments, teachers should be allowed to use GenAI only if this helps them to create assessments that allow students with diverse learning interests to meaningfully engage with the assessment content.
2. When designing assessments, teachers should be allowed to incorporate GenAI use by students as an integral component of these assessments only if this allows students with diverse learning interests to meaningfully engage with the assessment content.

How to regulate GenAI use in educational assessment practices to keep/make them fair?



How to regulate GenAI use in educational assessment practices to keep/make them fair?



Evaluation

6. When evaluating student performance, teachers should be allowed to use GenAI for assistance in feedback and grading only if this does not reduce the accuracy of judgments about students' proficiency with regard to the assessment content.
7. When evaluating student performance, teachers should be allowed to use GenAI for assistance in feedback and grading only if this does not preclude the formation of a substantive understanding of what constitutes good work shared by students and teachers.
8. When evaluating student performance, teachers should be allowed to use GenAI for assistance in feedback and grading only if the GenAI bases its output on data capturing students' and teachers' shared substantive understanding of good work.
9. When evaluating student performance, teachers should be allowed to use GenAI for assistance in feedback and grading only if this does not increase the opacity of feedback and grading processes for students.

Questions?

