SP 26 LUNCH AND LEARN | WORKSHOP 3

AI Resilience Via Authentic Assessments

UHD CENTER FOR TEACHING AND LEARNING EXCELLENCE

FACULTY-DRIVEN | EVIDENCE-BASED | STUDENT-CENTERED

WELCOME FROM THE

UHD Center For Teaching and Learning Excellence!

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Our Mission

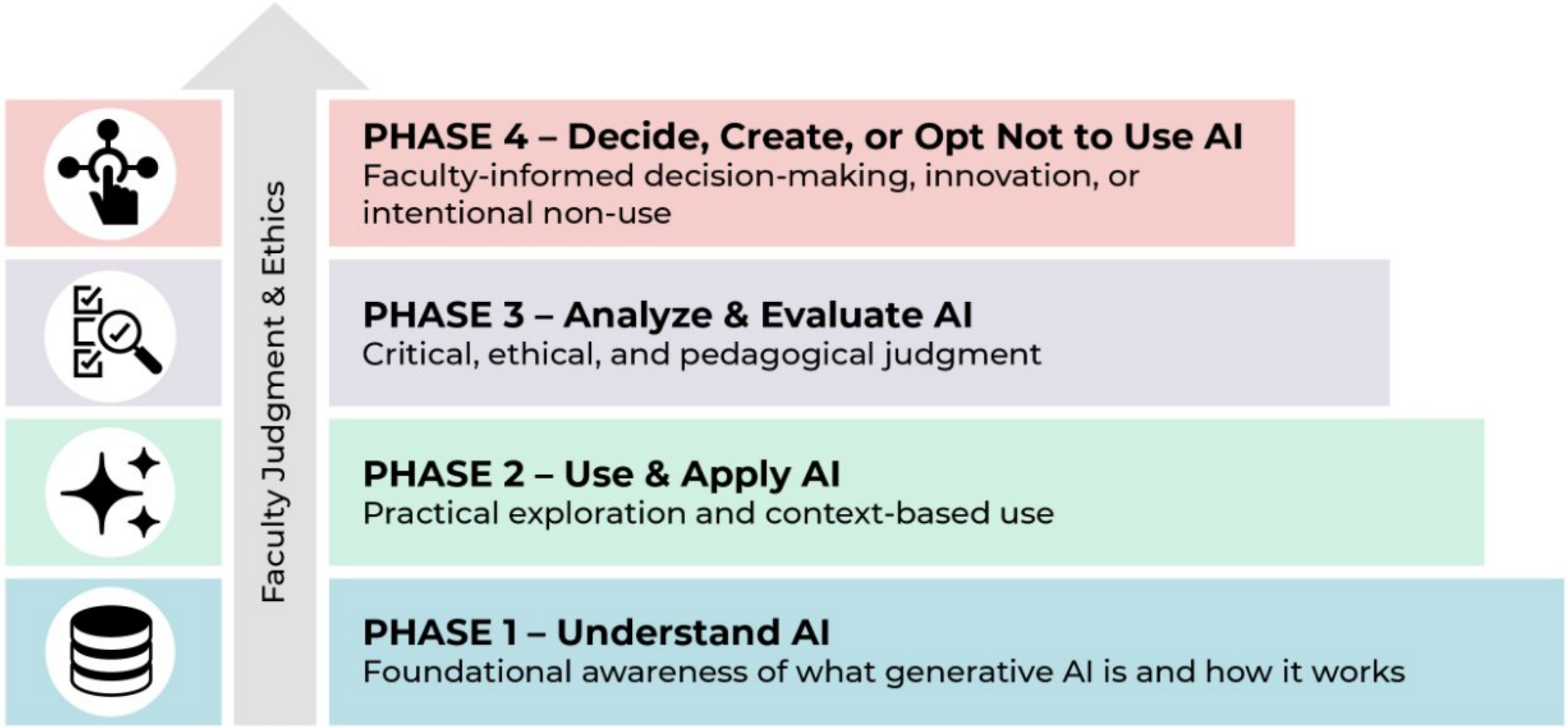
"Promote student success by providing targeted faculty support promoting evidenced based instructional strategies, and cultivating an innovative and collaborative learning environment at UHD."

AI Resilience via Authentic Assessments

How can we design assignments that inspire students to think for themselves in an AI-saturated world? This workshop invites faculty to explore human-centered approaches to assessment that prioritize reflection, metacognition, and authentic engagement. Together we'll look at practical ways to design assessments that remain aligned with learning goals, despite the existence of AI. Faculty will have the opportunity to select actionable ideas for cultivating resilience through authentic assessment.

Faculty Generative AI Framework

A Scaffolded Approach to Informed-Decision Making



Adapted from Educause AI Literacy in Teaching and Learning: A Durable Framework for Higher Education

Objectives

- **Differentiate** between AI-resistant assessment and Authentic Assessment.
- **Identify** acceptable evidence of learning that would make student thinking visible in an AI-rich environment.
- **Apply** visible thinking strategies to begin one new assessment design.
- **Evaluate** an existing assessment using the five dimensions of authentic assessment.
- **Revise** one assessment using reflection or an element that increases insight into student thinking and learning processes.

Outline

1. Safeguarding Academic Integrity
2. Human Centered Design
3. Resistance vs. Resilience & Authenticity
4. Making Thinking Visible
5. Step 3: Define Visible Learning
6. What is Authentic Assessment?
7. Activity Reflections

Safeguarding Academic Integrity in the Age of AI

Thoughtful Design

- Collaborative Inquiry
- Authentic Engagement
- Metacognition
- Resilient Design

Mediation with

- Instructor Presence
- Communication
- Guidance
- Dialogue

Transparency in

- Student AI Use
- Grading Policies
- Faculty AI Use
- Assessment

AI Shared Understanding

- AI Literacy
- AI tools
- AI Policies

Human-Centered Approach to AI In Teaching

Educators remain **essential in guiding and interpreting** AI-supported learning.

Why Human Oversight Matters

- AI lacks **contextual** understanding, relational **awareness,** and **ethical judgment.**
- Educators provide **meaning, purpose,** and **direction.**

The Educator's Role

- **Guide and interpret** AI-assisted processes.
- **Identify patterns,** make sense of student work, and make informed decisions.
- Use professional judgment to drive **feedback** and **formative assessment**

Human Oversight Ensures

- Instructional decisions stay **aligned** with goals and student needs
- Prioritize **ethics, equity, &** student **well-being**

The Three Educator Loops

Loop 1: **Real-Time Teaching Decisions**
Instructors make moment-to-moment decisions as they do the immediate work of teaching.

Loop 2: **Planning, Preparation, and Reflection**
Align outcomes, design authentic tasks, plan scaffolds and reflect using data + judgment.

Loop 3: **Technology Design, Selection, and Evaluation**
Choose tools aligned to goals, check for bias, accessibility, and equity, evaluate impact.

Figure 5: Three ways to center educators as we conceptualize human in the loop AI

Artificial Intelligence and the Future of Teaching and Learning Insights and Recommendations

Human-Centered Design

- Human-centered assessments:
  - focus on the learner as a **thinking, feeling** human being with unique **identities, experiences & perspectives**
  - elevate human elements AI can't replicate such as **a student's context, interpretation, decision-making, or growth.**
- Students are asked to show **how** they think, not just **what** they can produce.
- Human-centered tasks naturally makes them **harder for AI to mimic** and more **meaningful** for students.

Oregon State University
Ecampus

Bloom's Taxonomy Revisited

Use this table as a reference for evaluating and making changes to aligned course activities and assessments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assessments will benefit from **review** given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.

	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronolgy	Recall information in situations where technology is not readily accessible

AI Resistance & Authentic Assessment

AI Resistant or Authentic Assessment?

- Assessments Can Be Redesigned In AI-Resistant Formats
- AI-Resistant formats reduce opportunities for AI use through supervision, timing, or modality, rather than assessment redesign for authenticity.

Examples

- In-Class Assessments
- Proctored Quizzes & Modules
- Handwritten Notes & Assessments
- Blue Books
- Oral Presentations & Oral Exams
- Iterative In-Class Work
- Instructor-Mediated Assessments With Check-Ins

Quick Formula For AI-Resistance & Resilience

Context-Specific Question + **Course-Specific Anchor** = **AI-Resistant Assessment**

Example:

What specific section of Chapter 1 relates to what happened between the wives in Video 10? Explain your rationale using terminology from the text and minute marker from the video.

Making Thinking Visible

Making Thinking Visible

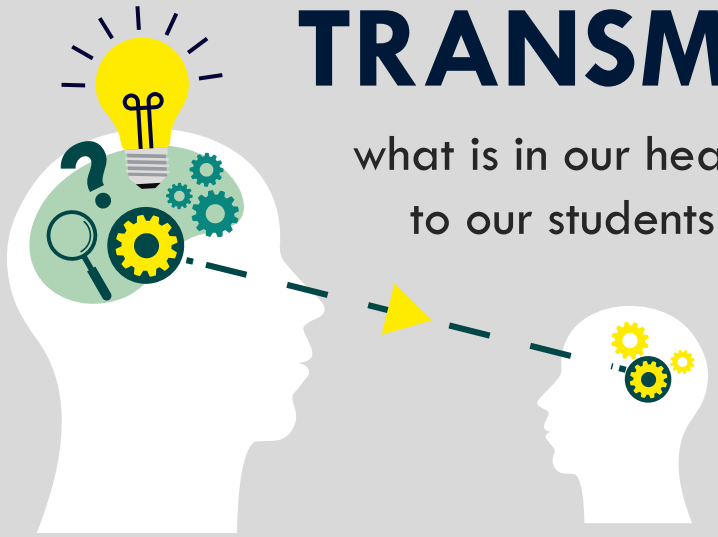
MAKING THINKING VISIBLE

SWITCHES

the paradigm of teaching from trying to

TRANSMIT

what is in our heads
to our students



so that we can provide
responsive instruction that will

ADVANCE LEARNING

(Richart, et al. 2011)

QUOTE:

> Our assessments often reword the appearance of competence rather than the thinking behind it.

Visible Thinking: HEADLINES

Assignment: Write a headline that captures the most important aspect of this topic/issue. How does your headline differ from what you would have said yesterday?

Visible Thinking: Synthesis, Prioritization, Change Over Time, Metacognition.

Evidence: Headline With Rationale, Comparison of “yesterday vs today” Thinking, Reflection Explaining What Shifted and Why.

Visible Thinking: CONCEPT MAP

Assignment: Generate a list of ideas and thoughts. Sort your ideas and connect them with lines. Explain how the ideas are connected. Elaborate by expanding, extending, or adding ideas.

Visible Thinking: Organization, Relational Thinking, Conceptual Structuring

Evidence: Labeled Nodes and Links, Written Explanation of Relationships, Annotations to Elaborate

Visible Thinking: RED FLAG

Assignment: Evaluate AI generated text for accuracy based on the course materials. Highlight anything questionable and explain why via a review comment. Reflect briefly on AI's strengths or weaknesses.

Visible Thinking: Evaluation, Judgement, Use of Evidence, Verification

Evidence: Highlighted inaccuracies with comments, Citations to course materials, Reflection on AI strengths/limitations.

Visible Thinking: ANALYZE A DILEMMA

Assignment: Identify two opposing sides of a dilemma. Generate as many support reasons on each side as possible. Rate each reason and describe any new ideas that emerged when exploring this issue.

Visible Thinking: Judgement, Assumptions, Weighing Evidence

Evidence: Organized list of opposing positions, Rated reasons with justification, Summary of insights that emerged through comparison

Visible Thinking: WORD-PHRASE-SENTENCE

Assignment: Read the text. Select one word, one phrase, and one sentence that captures its meaning. Share and discuss patterns as a group.

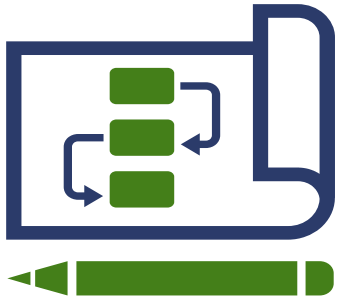
Visible Thinking: Interpretation, Perspective, Emphasis

Evidence: Selected word/phrase sentence with explanation. Group synthesis of themes. Commentary on what was emphasized or missing.

STEP 3:

Design The Assessment

ACTIVITY
STEP 3



Materials needed:

Student-centered & measurable outcomes that are appropriate to YOUR Goals for student learning.

Once you have selected an outcome....

ACTIVITY
STEP 3

Begin To Design The Assessment:

Describe what students must produce, perform, or show through evidence so that you can see the learning, even in a Gen AI-rich environment.

Questions To Ask Yourself:

What would I need to see or hear from a student to know they achieved this outcome or learning goal?

What actions, decisions, or reasoning must come from the student?

What product, performance, or process could make this visible?

QUOTE: Redesigning Authenticity

> In an AI-mediated world, authenticity cannot be policed into existence; it must be redesigned.

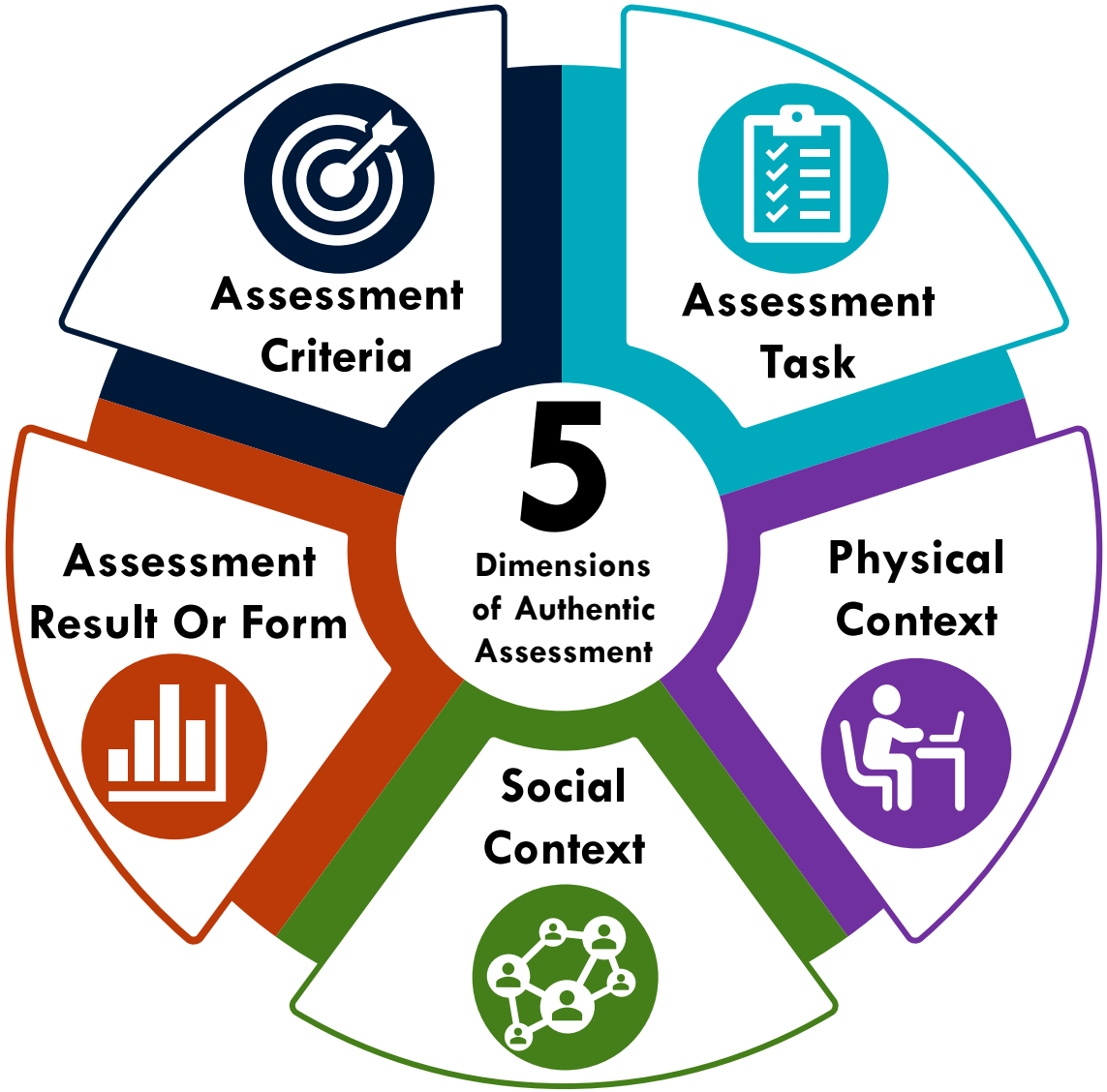
Authentic Assessment

What is Authentic Assessment?

Authentic assessment measures students' ability to apply knowledge and skills in meaningful, realistic contexts.

It evaluates both the quality of what students do and the thinking behind it, ensuring that the task and evaluation criteria demand the same level of intellectual engagement.

Five Dimensions of Authentic Assessment



Five Dimensions of Authentic Assessment

TASK - Does it represent a REAL task? Is it representative, meaningful and relevant to the student, their desired profession, or the real world? (The opposite of busy work).

PHYSICAL CONTEXT - Does it mirror the future work environment? Which setting, tools, resources, and time constraints would exist the real-world conditions in which the knowledge is used?

SOCIAL CONTEXT - In real-world practice, is work collaborative or individual? Will students work alongside or perhaps in competition with others? Collaboration isn't always the default.

ASSESSMENT RESULT OR FORM - Does the output represent the knowledge or competencies? The result should be a quality product or performance, true demonstration, varied for accuracy. Students should be able to explain thinking or present their work to others in some way.

CRITERIA & STANDARDS – The characteristics and levels of performance expected from students are stated for the student and relevant to what quality looks like in the real world. This dimension informs and is informed by the other dimensions.

What are some examples of Authentic Assessment?

- Career-Based Projects
- Consultation with Stakeholders
- Primary Source Research
- Formulaic Templates (Clinical Notes, Lab Reports, Business Models)
- Student Decision-Making
- Required Personal or Local Context
- Course-Specific Materials (When They Simulate Professional Inputs)
- Process-Based Assessment (Thesis, Annotated Bibliography, Draft, Final)
- Graphic Organizers or Concept Maps
- Process Checkpoints (drafts, reflections, revision history)

Is It Authentic?

- Is the task like the work done by professionals?
- Are the setting, tools, and time realistic?
- Does the activity reflect how people work together?
- Do students know what "good" looks like?
- Can the student explain and defend their work?

Authenticity Matters

"Authenticity matters because it aligns student learning with the expectations of professional practice, supports the development of transferrable skills, and enables deeper engagement with knowledge as something to be used, critiqued, and applied rather than simply reproduced."

Reflection Supports AI Resilience

Because reflection…

Reveals the **thinking** behind the work, not just the final product.

Reflection makes assessments more:

- Human-centered
- Process-oriented
- Transparent
- Aligned with real-world thinking
- Less vulnerable to AI outsourcing

Reflection Prompt Activity

An AI Resilient Assignment Adjustment Strategy

Steps:

1. Explore categories of authentic reflection
    - Consider which ones align with your existing assignment
2. Select1-2 reflection prompt (any category)
3. Adapt a reflection prompt into your existing assignment/assessment
    - Use Copilot Template
4. Add a micro-check to increase integrity

Seven Categories of Reflection Prompts

Category	Why It Matters
Decision-Making	Reveals how students made choices and used judgment
Problem-Solving	Shows how students handled challenges or confusion
Feedback Integration	Demonstrates how students interpret and apply feedback
Contextual Reasoning	Captures how students adapted their work for purpose, audience, and discipline.
Growth and Change Over Time	Shows how understanding an approach evolved.
Personal Interpretation	Highlights student's unique perspective and experiences.
Application to Field or Future Goals	Connects coursework to real-world, professional, or future contexts.

Micro-Checks to Strengthen Integrity

“Could an AI answer this convincingly without doing the work?”
⟶ Consider adding a “micro check”

Students must include:

- A short artifact (screenshot, draft, outline, decision log)
- 2–3 bullet points students must include in their reflection
- Describe where they used feedback or course materials
- A 30-second audio reflection if appropriate
- Citation reflection
- Course specific anchor
- Course anecdote

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