

Language assessment strategies for changing times

Assessment SIG

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Celebrating **40 years** of quality and innovation in ELICOS

Acknowledgement of Country

I would like to acknowledge the Gadigal people of the Eora Nation, the traditional custodians of the lands that we are meeting on here today. I pay my respects to the Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of NSW.

I also acknowledge and pay my respects to our Aboriginal and Torres Strait Islander people joining us today.



Session outline

4 discussion questions about the impact of AI on HE and language assessment.

INPUT: Expert commentary by video and/or text. Make a note of anything you'd like to pick up for discussion with your group.

DISCUSSION: 5 to 20 minutes to discuss each question with the people at the table you are sitting at.

FEEDBACK: Nominate a person to provide **one or two summary points** or further questions raised back to the main room. (Please don't attempt to report back on everything your group discusses. Be selective so that we can manage time effectively and each table has an opportunity to contribute.)

ROTATION: After the first two questions, we will ask you to move to a new table for the next questions.

BREAK: 30-minute morning tea break (approximately 11am)



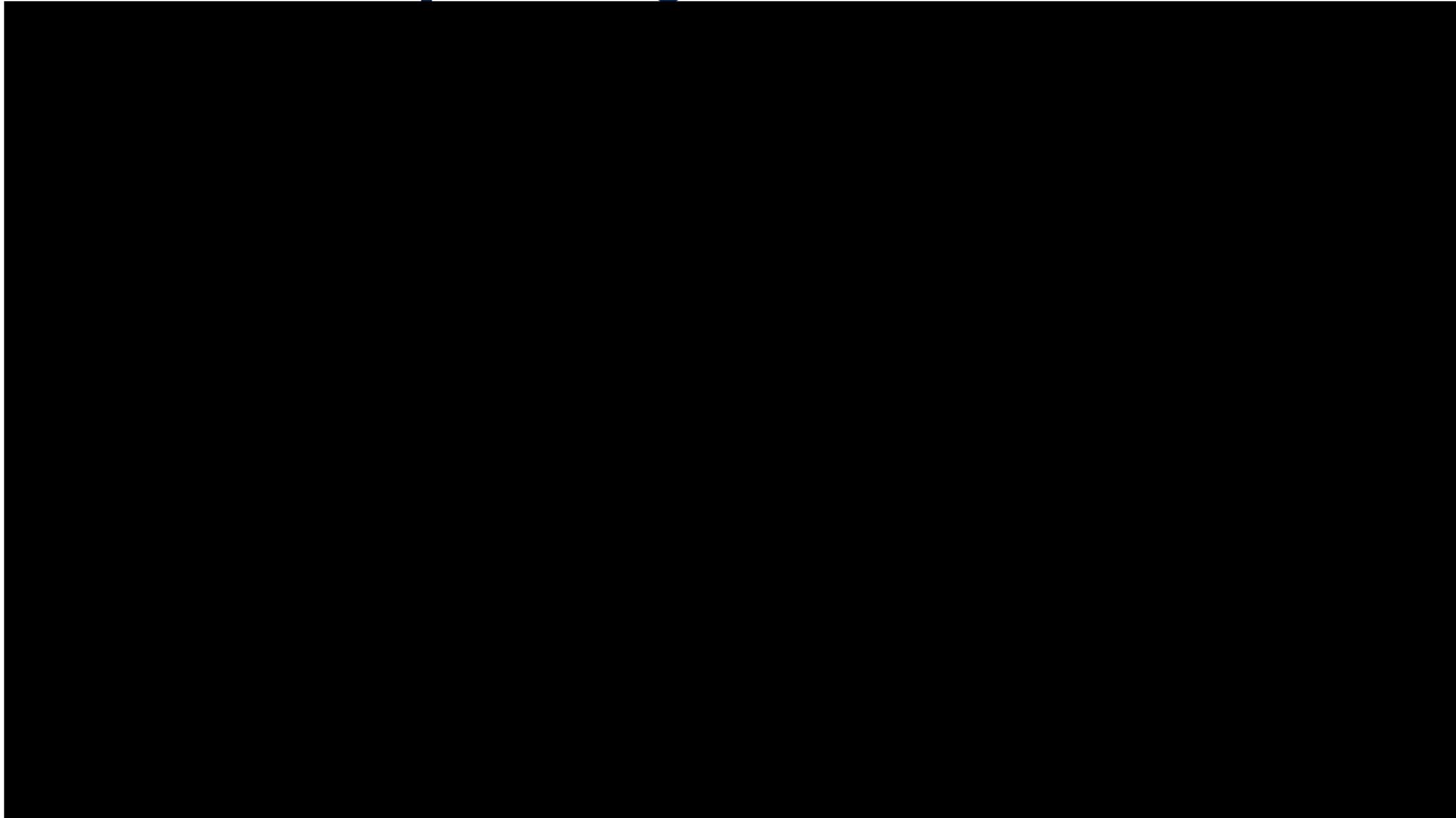
Questions Overview

Four questions about the impact of AI on HE and language assessment.

1. How is HE responding to the latest wave of AI?
2. To what extent is the use of AI reshaping the target language use domain?
3. What does this mean for the way that we assess student's language readiness for university study
4. What changes to the way you currently assess your students have been brought about by the appearance of generative AI tools? Are there any other changes that you would like to make?

Part 1

How is HE responding to the latest wave of AI?



Make a note of any points raised in the video that you'd like to discuss further.

Dr Mathew Hillier
E-Assessment Academic Macquarie University



Part 1

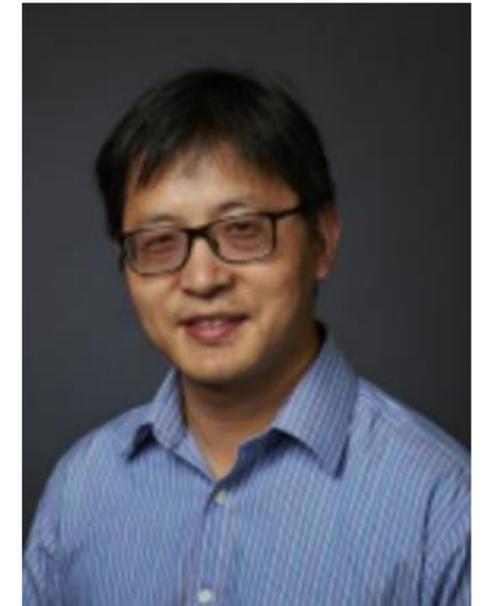
How is HE responding to the latest wave of AI?

There are two aspects to this. The first is to do with using resources for writing (software and AI tools can be resources) in out of school contexts. The second is to do with writing skills/competence we test in class. We should continue doing the in class writing assessment and work out how we can work together with students to maximize the benefits of having AI tools in and for writing.

The rise of AI tools should send a clear message to us including our students. If we lose the capacity to write well, our roles will be replaced by AI tools. Our students need to be made critically aware of the possibility that they will be replaced by AI tools in their future workplace (if their roles involve a lot of writing and they cannot write well). We shall then still have [secure assessments].

Students can use resources for writing (and for writing development in out of class writing) but they should not just rely on AI tools without improving their writing.

It will be impossible for us to control what is going on in out of class/school learning. We just need to figure out how we can integrate it in our teaching.



Professor Andy Gao

School of Education, Faculty of Arts, Design and Architecture
UNSW College Assessment Quality and Review Committee



Part 1

How is HE responding to the latest wave of AI?

“Universities need to recognise that students may legitimately use AI in a number of ways, such as assisting with grammar and spelling, use as a tool for researching assignment topics, helping with planning, and developing the structure of an assessment. These specific applications of AI can support students in their academic endeavours. However, it is important to note that while these uses are permissible, students must still adhere to the principles of academic integrity and properly cite any sources or references derived from the assistance provided by AI.”



Martin Percy

Senior Lecturer in EAP & Academic practice

Centre for Education & Teaching Innovation University of Westminster



Part 1

How is HE responding to the latest wave of AI?

1. In your group discuss your response to the question above and any points raised in the input that you'd like to explore further (5 minutes)
2. Nominate one person from your group to summarise one or two main points or further questions from your discussion to report back to the main group (5 minutes)

Part 2

To what extent is the use of AI reshaping the target language use domain?

“Evidence suggests that Chat GPT is able to produce almost flawless texts in the languages it claims to know, and the number of languages it is able to generate appears to be increasing. It is likely that EAP practitioners will no longer be required to check surface errors (i.e. be involved with proofreading) but editorial responsibilities are unlikely to change. The level of coherence, the clarity and development of ideas, the unity of texts and veracity of claims would still require some attention. Chat GPT tends to ‘hallucinate’ or ‘lie’ (depending on the individual’s perspective) in order to fill in gaps in its ‘knowledge’.”



Martin Percy

Senior Lecturer in EAP & Academic practice

Centre for Education & Teaching Innovation University of Westminster



Part 2

To what extent is the use of AI reshaping the target language use domain?



Make a note of any points raised in the video that you'd like to discuss further.

Dr Mathew Hillier

E-Assessment Academic Macquarie University



Part 2

To what extent is the use of AI reshaping the target language use domain?

"I have seen a few commentators suggest that generative AI will do away with the need to learn to write at university. I think this is nonsense, but I am really concerned about that perception. Writing isn't merely a neutral medium for conveying factual information. Writing is a thinking aid, a tool which helps us think. It's the manifestation of thinking.

The ability to actually construct a piece of writing for a specific audience, to achieve a specific purpose, to persuade, to argue, reassure, inspire remains critical and employers consistently value communication as the number one skill they look for in graduates. Some even say it is even more important than a degree."

TEQSA in association with CRADLEdeakin webinar series "Implications of Generative Artificial Intelligence for Higher Education"

ChatGPT Webinar #1 - what do we need to know now?

<https://www.youtube.com/watch?v=mCCqf6tHI24&list=PLJJOG4mj55N3-ZaDCbuxLXFTc68gIDWpN&index=6>

Dr Rowena Harper

Deputy Vice Chancellor Education
Edith Cowan University



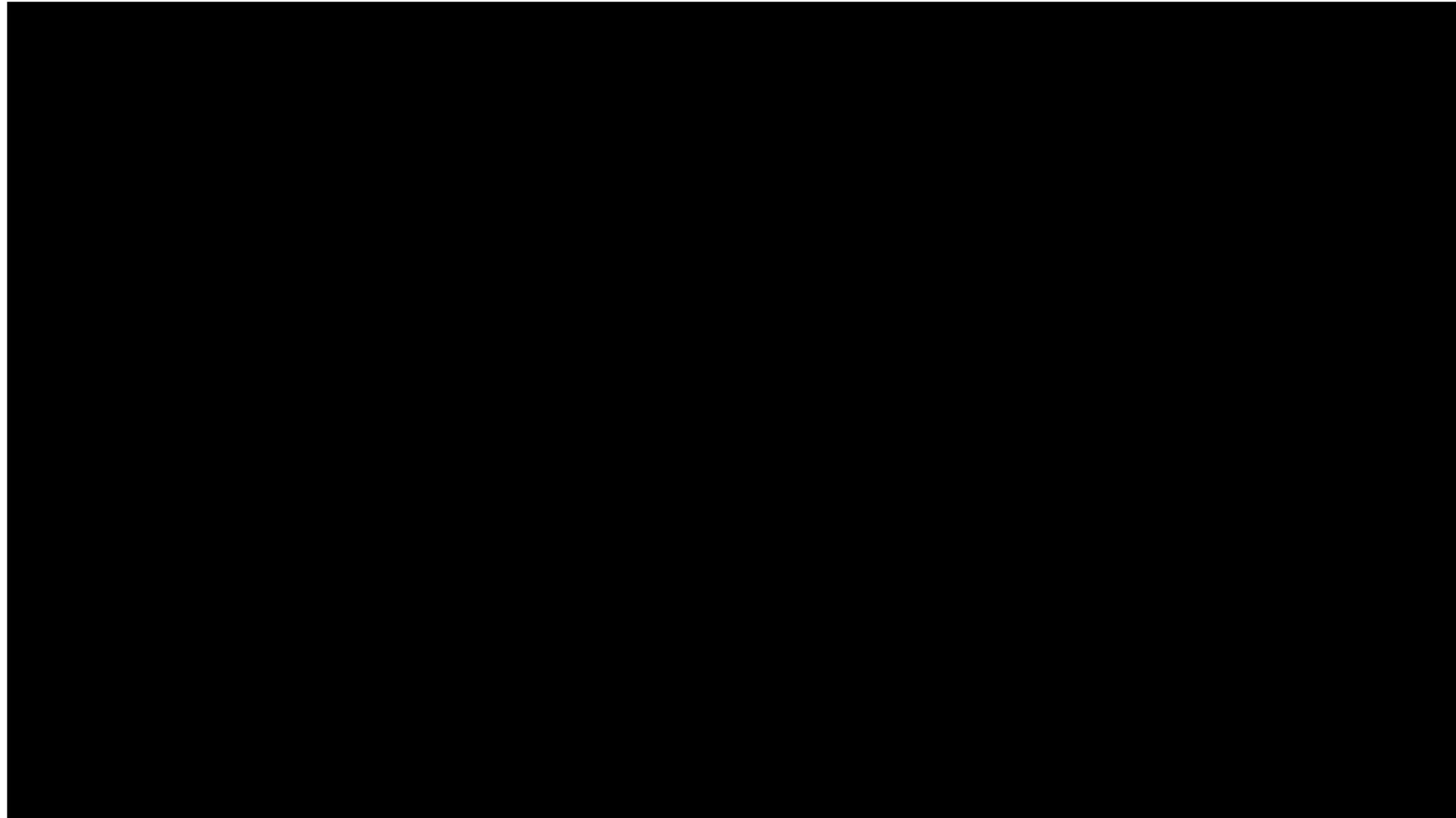
Part 2

What is your response to these points about how the use of AI is reshaping the target language use domain?

1. In your group discuss your response to the question above and any points raised in the input that you'd like to explore further (5 minutes)
2. Nominate one person from your group to summarise one or two main points or further questions from your discussion to report back to the main group (5 minutes)

Part 3

What does this mean for the way that we assess students' language readiness for university study?



Make a note of any points raised in the video that you'd like to discuss further.

Dr Mathew Hillier
E-Assessment Academic Macquarie University



Part 3

What does this mean for the way that we assess students' language readiness for university study?



Professor Lynda Taylor

Centre for Research in English Language Learning & Assessment

University of Bedfordshire



Part 3

What does this mean for the way that we assess students' language readiness for university study?

1. In your group discuss your response to the question above and any points raised in the input that you'd like to explore further (10 minutes)
2. Nominate one person from your group to summarise one or two main points or further questions from your discussion to report back to the main group (10 minutes)

Part 4

What changes to the way you currently assess your students have been brought about by the appearance of generative AI tools?

Are there any changes that you would like to make?

Professor Lynda Taylor
Centre for Research in English Language
Learning & Assessment
University of Bedfordshire



Part 4

What changes to the way you currently assess your students have been brought about by the appearance of generative AI tools?

Are there any changes that you would like to make?

1. In your group discuss your response to the question above and any points raised in the input that you'd like to explore further (20 minutes)
2. Nominate one person from your group to summarise one or two main points or further questions from your discussion to report back to the main group (20 minutes)

Assessment SIG 2024

Please reach out to English Australia or your SIG convenors if there are areas of assessment practice that you would like us to focus on in events for the year ahead.

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