

Empowering reflective assessment in business: Navigating the AI frontier

Business Education SIG of ASCILITE

Acknowledgement of country



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The webinar plan

1. Is a reflective assessment task a panacea to our assessment woes?
2. Tips and tricks for encouraging authentic reflective assessment in the GenAI age
3. How might students use GenAI ethically and appropriately in a reflective assessment task?



The current assessment environment

- Academics are concerned about non-supervised or invigilated assessments and assessment security
- Generative AI does well at many tasks that academics set for assessments
- A reflective task helps students develop a deeper understanding of their learning and builds employability skills
- highly authentic form of assessment
- But do students see it this way? Do they engage authentically?

We ask students to reflect,
but often what they do
instead is summarise





Tips and tricks for encouraging authentic reflections

DON'Ts

Let them summarise what they learned

Let them describe content

DOs

Use their specific assessment data

Ask for impact or changes with evidence

Consider video with a turnitin transcript



Tips for rubrics suited to reflections in the age of GenAI

Demonstrates an openness about what worked and what didn't-
exposes self insight

Discusses impact not input (results with evidence)

Example of a rubric

	Poor	Unsatisfactory	Pass	Credit
<p>Demonstrates analysis and understanding of course learning relative to how you used or did not use AI in this course to do your work. What did you learn in the process of this?</p> <p>Mark: 20</p>	<p>Demonstrates no understanding of learning from the course. Uses readings or materials from previous trimesters or unrelated to the course or discusses group work and/or or excludes information about ethical AI use.</p> <p>Marks: 0</p>	<p>Describes the content of the course and/or demonstrates little understanding of how the course is personally transformative or excludes information about ethical AI use.</p> <p>Marks: 7</p>	<p>This section has been intentionally left blank</p>	<p>Moves beyond surface understanding of course material. Identifies and uses connections between the concepts and theories from the course to their context demonstrating sense making with links. Discusses ethical AI use.</p> <p>Marks 14</p>
<p>Quality of personal reflection (e.g. examining own experiences to illustrate) Was the feedback you received over both your memo and case study what you expected, or did you learn something as a result of reading your feedback? Demonstrates self-awareness, reflection and regulation and improvement over the term, including “What do you know about yourself as a learner in relation to this”?</p> <p>Mark:20</p>	<p>No self-reflection. No use of feedback or course materials or uses material not from this term, or unrelated to the course or talks about group work. Fails to acknowledge core part of feedback or issues encountered with assessments.</p> <p>Marks: 0</p>	<p>Little self-disclosure, minimal risk in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and/or ‘factual’ without self-reflection. Fails to use both feedback and course work or has factually incorrect information about their feedback.</p> <p>Marks: 7</p>	<p>The student seeks to understand concepts and experience by examining somewhat cautiously their experiences. Describes at least some feedback without what actions it prompted. Analysis may be defensive or one-sided in approach.</p> <p>Marks: 12</p>	<p>The student seeks to understand concepts and experience through somewhat cautious examination. Asks some probing questions about self but does not engage in seeking to answer these. May use concrete course examples linked to self-awareness including feedback and provides integration of learning.</p> <p>Marks: 14</p>

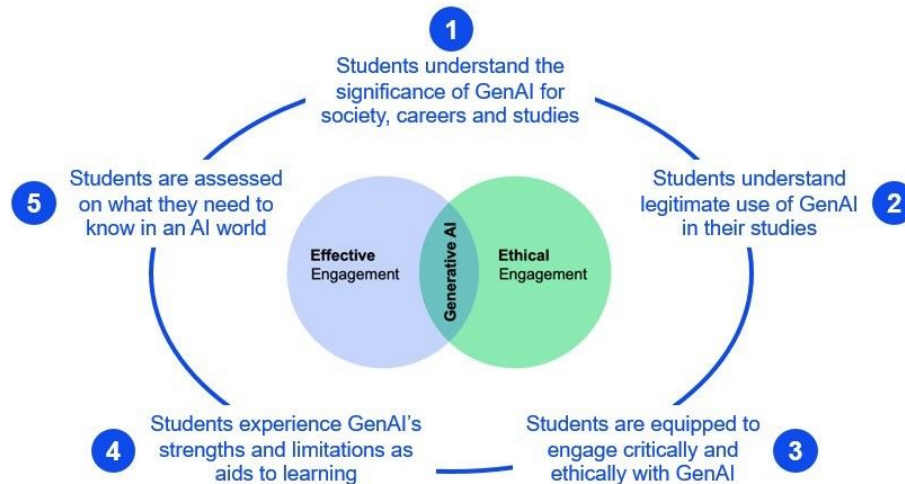
Ethical use of GenAI in reflective tasks

- It is universally accepted that banning the use of GenerativeAI within higher education is not the direction we should be taking
- But how do we teach students about ethical and appropriate use?



Various approaches to inclusion of GenAI in higher education - UTS

- 5 principles for effective and ethical engagement - [blog post](#)





Various approaches to inclusion of GenAI in higher education - UNSW

Two key principles that can guide decisions

- Be honest and transparent about the use of any AI tool where it would reasonably be expected that use of the tool would be disclosed.
- This is particularly the case where use of such tools has not been commonly used – such as in communications or feedback to students. This is in line with the academic practice of attribution. There may be reasons for non-disclosure such as privacy concerns or that the tool is generally expected to be used.
- Ensure that any AI-based output is reviewed with all due diligence before being released or relied upon.
- This is particularly to avoid bias and factual errors in the output.



Various approaches to inclusion of GenAI in higher education - UniSA

We recommend reviewing our assessments and consider the following actions:


- **Find out** more about the technology what they can and can't do
- **Engage in conversations** with your students about ethics and academic integrity and using generative AI
- **Consider if and how industry** is using these tools and the skills students will need to support their career goals
- **Communicate expectations** on the use of AI in assessments
- **Re-consider** your current assessments
- **Remind students** that the Higher Education Standards Framework (1.4.4) contains expectations for students
- **Remind students of their obligations** as per UniSA's Academic Integrity Policy (AB-69)

<https://i.unisa.edu.au/staff/teaching-innovation-unit/academic-integrity/artificial-intelligence/>



Use GenAI for reviewing a section of a reflection against the marking criteria

- This works best if you give ChatGPT just the relevant paragraph or section and the criteria for that specific section.
- Giving the GenAI tool the entire reflective piece can result in getting confused between different paragraphs
- Examples on the next slide



ChatGPT highlights areas for improvement (positive!) BUT it marked this work as Distinction level, whereas human judgement places it as Credit level.



You

I've written the following assessment submission paragraph

As I contemplate my career aspirations and goals, I envision myself thriving in the dynamic world of finance and accounting. My ambition is to become a certified public accountant (CPA) and eventually ascend to a leadership role within a reputable firm. The prospect of contributing to strategic financial decision-making processes for organizations excites me, as does the opportunity to continuously learn and adapt in an ever-evolving field.

And the marking criteria is based on the following

2.16 Pts

Full Marks: Detailed description of career goals and aspirations including discussion of why this particular path in sufficient detail that the marker understands the student's motivations.

Distinction: Detailed description of career goals and aspirations including some discussion of why this particular path in sufficient detail that the marker has some understanding of the student's motivations.

Credit: Detailed description of career goals and aspirations

Pass: Limited description of career goals and aspirations

Fail: No description of career goals or aspirations

Provide feedback on my submission paragraph against the assessment criteria



ChatGPT

Your submission paragraph provides a clear outline of your career goals and aspirations within the finance and accounting sector, specifically aiming for a certified public accountant (CPA) role and a subsequent leadership position within a reputable firm. You also touch on your motivation by expressing excitement about contributing to strategic financial decision-making and the continuous learning aspect of the field.

Based on the provided marking criteria, here's how your paragraph stands:

- **Detail of Career Goals and Aspirations:** You've successfully outlined your career path, starting from becoming a CPA to achieving a leadership role. This meets the requirement for a detailed description of career goals and aspirations.
- **Discussion of Motivations:** You mention your excitement about contributing to strategic decisions and the opportunity for continuous learning. However, the motivations are mentioned somewhat briefly and could benefit from further expansion. Discussing specific aspects of finance and accounting that excite you, or past experiences that have led you to this career path, could provide the "sufficient detail" required for full marks.



Using GenAI to brainstorm or discover new information

- Where students are asked to build a study plan - GenAI can help provide a list of useful study activities
- Asking GenAI for a sample structure for their reflection
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Controls and policies to encourage authentic work

- Student statements acknowledging the use of tools at the front of each assessment - eg Grammarly, ChatGPT, Co-Pilot - TRANSPARENCY
- Include the option for students to be asked to attend a live discussion about their work to determine authenticity.
- Requirement to keep drafts and notes as proof of their “work in process” - businesses are often required to keep their documentation for a period of 7 years - building strong professional practice.
- Marking by a tutor who has spent time getting to know the students - students are less likely to cheat when they have a positive learning relationship ([Ellis et. al. 2020](#))