

CHATGPT: FORCE FOR GOOD IN ASSESSMENT, AI BENEFITS IN A LARGE FIRST-YEAR HUMAN BIOLOGY ASSESSMENT TASK

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PROBLEM

The advent of open-access AI has created a complex challenge to assessment strategies used in higher education. Concerns associated with academic integrity and potential student use (Crawford et al., 2023; Sullivan et al., 2023) provided an urgent imperative to re-imagine assessment for a large and diverse, first-year Australian Human Biology course.

PLAN

Redesigned an assessment item to achieve the following: (i) To use AI to develop digital proficiencies but maintain academic integrity (ii) Low stakes early assessment task (iii) Engaging and interesting topic options (iv) Provide flexibility for personal buy-in (v) Incorporate an artistic component (vi) Develop oral and written communication skills (vii) Provide educational support to students that included content concepts, academic integrity and transition-to-university support mechanisms.

ACTION

The assignment was developed to meet the design brief made of two components.

Part 1: Preparation for Interactive Oral Discussion - Students were required to: (i) select an interesting human body fact (ii) use an open-access AI art creation program of their choice to create an artwork that represented their interesting fact and (iii) create a dialogue with ChatGPT to develop a 300-word paragraph. This paragraph needed to clearly articulate the anatomy and physiology of the interesting fact, discuss how the artwork represented the interesting fact, be written to communicate with a general audience and to provide content citation. Students were then provided with a variety of validation methodologies they were required to implement.

Part 2: Interactive Oral Discussion - Students engaged in a one-on-one conversation with an academic staff member to provide evidence using examples from their Part 1 submission of how they validated a variety of information. Critical reflection on the positive, negative, and ethical considerations of using open-access AI for university assignments was also required.

REFLECTION

Students developed a wide skill-base through assessment completion that supported content knowledge, communication capabilities, self-efficacy, adult learner strategies, support resource awareness, academic integrity requirements and digital proficiencies. The opportunity to provide a one-on-one conversation with a university staff member early in their academic journey had surprising benefits from an academic perspective. These included a reduction in the marking time, opportunity to correct misconceptions about how university works and what support resources are available, develop a sense of connection and belonging through normative conversations.

REFERENCES

- Crawford, J., Cowling, M., & Allen, K. (2023). Leadership is needed for ethical ChatGPT: Character, assessment, and learning using artificial intelligence (AI). *Journal of University Teaching & Learning Practice*, 20(3). <https://doi.org/10.53761/1.20.3.02>
- Sullivan, M., Kelly, A., & McLaughlan, P. (2023). ChatGPT in higher education: Considerations for academic integrity and student learning. *Journal of Applied Learning & Teaching*, 6(1). <https://doi.org/10.37074/jalt.2023.6.1.17>

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