Planning Assessment for Next Academic Year
28 March 2023

Introduction

This additional resource has been designed to help you plan your assessments for the academic year 2023-24. It follows the revised staff guidance sent by Emma McCoy, Claire Gordon and Mark Thomson on 15 March for the current academic year.

As the sector considers the role of generative artificial intelligence tools (AI tools) in higher education, we must bear in mind that artificial intelligence (AI) is likely to become integrated into everyday life and work. Even if returning to traditional invigilated exams might offer one solution to the academic integrity issues associated with the use of AI tools, we also need to develop more appropriate assessments and find ways to integrate AI into our teaching. While rethinking our approaches to assessment may increase workload in the short term, careful design and delivery could potentially reduce workload and have broader pedagogic benefits.

The table below outlines alternative approaches to help guide your thinking and decision-making about assessment and teaching for the next academic year. These are not School requirements. We start from the perspective of assessment and then reflect on possible ways to align teaching with your assessment choices.

In thinking about approaches to assessment, teaching and learning design and the use of AI tools, it is important to consider the potential impact on your students' learning experiences. For example, by adopting different approaches, we may exacerbate inconsistencies in their learning experience. For team-taught courses, we advise ensuring agreement on the appropriate use (or not) of AI tools on the course with other members of the teaching team, including class teachers. For those teaching on accredited courses, you must check with your Professional, Statutory, and Regulatory Body (PSRB) regarding the use of AI, if you have not done so already.

We are keen to share good practices from across the School and the sector. Consider getting in touch with your Eden Centre departmental adviser to discuss possible ideas and approaches to assessment as well as to share your practice and experiences. We will also bring this topic back to the DHoDs Teaching/Education Forum for further discussion in Summer Term.

Please note that changes to summative assessment information published to students in course guides for the academic year 2023-2024 should be communicated to TQARO via the annual course guide review process in CAPIS by **May 8, 2023**. Queries about making updates to assessment information in CAPIS should be directed to TQARO via ard.capis@lse.ac.uk.

Possible approaches to assessment and teaching for the academic year 2023-24

The table below outlines alternative approaches to help guide your thinking and decision-making about assessment and teaching for the next academic year. The first column considers approaches to thinking about assessment and teaching if you plan to rule out the use AI tools; the second lays out options for exploring and incorporating the authorised use of AI tools into assessment and teaching. The second section considers pros and cons of these different approaches. These are not either-or-options. The resource also contains suggestions for ways to work collaboratively with your students. This will necessarily be an iterative process.

	Status quo Ruling out AI tools (Unauthorised)	Short to Medium Term Exploring, reflecting and embracing AI tools (Authorised)
Formative Assessment	Where possible, get to know your students' work and thinking, so this can be referred to in feedback and in subsequent work Stage formative work so that earlier work and feedback can be used to verify students' work Ask students to: • submit an abstract or outline • give a presentation in class/seminar	Agree/negotiate ground rules around the authorised use of AI tools for students and teachers including attribution and referencing in line with School policy and agreed departmental approaches Consider how you can incorporate the use of AI tools and/or foster the development of other skills (such as digital, metacognitive, communication and groupwork) Examples using AI tools might include: • carrying out basic searches using generative AI tools • generating abstracts, outlines or synopsis of literature for feedback referencing AI tools where used • Using AI tools to generate code and/or perform some basic analysis (e.g., of statistical data) Ask your students to critique any AI generated ideas, text, code or mathematical derivations/arguments including the possibility of 'fake' articles Consider providing collective feedback incorporating critique of outputs of AI-informed work Investigate and evaluate the potential of using AI tools to provide feedback to students. (Substantial engagement through iterative dialogue with AI tools is needed to produce quality outputs)

Summative assessment	Provide clear guidelines about misuse of AI with reference to [LSE policy](#) including option of selected vivas ('integrity checks') Emphasise importance of sound ethical academic practice Recalibrate the weighting of assessment tasks so that higher cognitive tasks are weighted more than lower cognitive tasks. See this Assessment Masterclass for examples: https://moodle.lse.ac.uk/mod/page/view.php?id=971507 Rely on in-person invigilated exams n.b. Existing detection tools tend to generate significant numbers of false positives. (Turnitin is releasing a version in April. However, no external analysis has yet been done on its accuracy).	Restate ground rules for authorised use of AI for students and yourself, including attribution and referencing Consider how you can incorporate the use of AI tools and/or foster the development of other skills (such as digital, [metacognitive](#), communication and groupwork) **Add additional task to existing assessment** • Include staging task as above but summative. E.g., AI-informed annotated bibliography **Modify task** • Include oral presentation or written work requirements to promote student reflection on the use of AI tools • Ask students to evaluate AI generated solutions (e.g., for correctness, clarity, efficiency) • Ask students to use AI tools (and computer algebra systems) to apply mathematical ideas from the course to large-scale problems (i.e., beyond pen-and-paper tasks) • Change the weighting or reduce tasks that test students' lower cognitive aspects such as recall and description that could be carried out by AI tools to focus more on higher cognitive activities (analysis, critique, evaluation, synthesis). **Change assessment task** • Change assessment from exam to other [methods](#) of assessment (see LSE Assessment Toolkit) Review assessment rubrics (examples to be added)
Designing and planning learning activities.	Stick with traditional teaching methods Model non-AI practice, i.e., do not use AI tools for researching ideas or producing source code, lesson plans, schemes of work or lecture notes	Research and understand AI tools and their potential applications for your teaching Assess potential benefits and risks of AI tools in teaching and choose to use as appropriate in line with your programme and course intended learning outcomes Plan how to enhance the development of students' criticality and data fluency, reinforce ethical standards and scholarly values

	Ruling out the unauthorised use of AI tools	Exploring and embracing the authorised use of AI tools
		Going forward, update programme and course intended learning outcomes, assessment marking criteria and rubrics (Rubric examples to be added)
Teaching and supporting teaching	No modelling of use of AI tools in the classroom Reinforce position about misconduct associated with use of AI tools in line with LSE policy	Through positive partnerships with students, co-develop ideas for the use of AI tools in class In the case of team-taught courses, agree position with all other members of the teaching team including class teachers Consider supplementing traditional teaching methods, such as modelling use of AI tools in teaching (e.g., searching, ideas and text generation, code development, writing techniques, etc.)
Learning	Communicate clear expectations about learning without recourse to AI tools (Bear in mind that practice is likely to be different across courses)	Design learning activities to enable students to explore the use of AI tools to enhance their understanding of topics inside and outside the classroom Provide resources and guidance to students to help them understand the potential of AI tools in their areas of study as well as the importance of good scholarly practice Create opportunities for students to experiment with AI-based techniques in the classroom and through independent study
	Ruling out the unauthorised use of AI tools	**Exploring and embracing the authorised use of AI tools**
Pros	Could be a way to return to in-person exams and reduce assessment volume and certain forms of academic misconduct No need to change practice and incur additional workload Buys time for broader rethink about the teaching and assessment on your programmes and courses. Make progress in digital assessment using E-Exams whilst avoiding AI	Responding positively to contemporary technological development Dealing confidently with disruptive technology Utilise AI tools to provide more detailed and personalised feedback Offer more opportunities to develop higher order critical thinking and analytical skills as well as other skills (e.g., digital, metacognitive, communication, and groupwork) Develop positive partnerships with students and learning from the ways they are using technologies

		Taking part in critical dialogue about the purpose and role of higher education in 21st century. See, for example, the following blog posts on [rethinking assessment, software for higher education](#) and [critical digital literacy](#) Opportunity to update your professional knowledge
Cons	Partial response to technological advances which have significant implications for the future of HE and assessment Unlikely to be authentic. Increases the ever growing disconnect between education and the wider world and therefore fails to prepare our students for life beyond LSE Does not take advantage of the potential benefits of AI tool to support student learning Misses the opportunity to reflect on pedagogy, learning outcomes and assessment methods	Risk of increased workload for staff and students Additional and new assessment tasks may increase stress and anxiety for students Possibility of increase in academic misconduct and grade inflation given the current challenges in detecting the use of AI tools Differential responses to use of AI tools and perceptions around authorised and unauthorised use of AI tools among students