



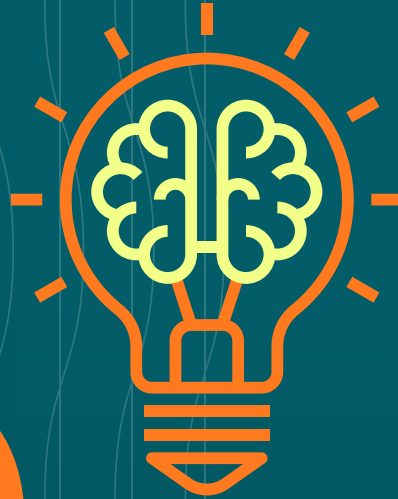
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Atlantic
Technological
University



Teaching
& Learning
Centre

n→TU
TORR
Transforming
Learning



ATU
Assessment
Hackathon

BIG Ideas

Supported by ATU N-TUTORR Project Office
and the Teaching and Learning Centre



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the European Union
NextGenerationEU

Atlantic Technological University, 2024



Executive Summary

In this special publication, we will share a collection of assessment briefs derived from a one-day assessment hackathon in Atlantic Technological University (ATU), where 100+ colleagues and student leaders undertook a challenge-based learning experience, to hack a big idea on tackling assessment in the age of Artificial Intelligence (AI).

Generative AI focuses on creating new and original content, chat responses, designs, or synthetic data. It is particularly valuable for problem-solving and promoting creativity. As the use of ChatGPT and Generative AI becomes increasingly popular, it is vital to understand its impact on higher education and identify strategies that may address potential risks (Wang, 2023).

This inspiring and innovative collection of assessment briefs is being released as we begin a new year in higher education, and it provides an opportunity for educators to re-imagine their assessment strategies and consider new teaching and learning approaches to support engagement with generative artificial intelligence technologies.

The ATU Assessment Hackathon was coordinated by the N-TUTORR Project Office and the Teaching & Learning Centre teams. From the beginning, the aim of this learning event was to provide a first-hand experience of a challenge-based learning hackathon for academic staff to support them in implementing a similar approach and to facilitate teams of educators on learning about designing authentic and sustainable assessments in the age of AI.

In this special publication, nineteen assessment briefs are the formal outputs from the ATU education hackathon teams. The assessment briefs are grouped under four categories:

Category 1: **Education Principles**

Category 2: **Guiding Principles**

Category 3: **Assessment Method**

Category 4: **Lesson Plan**

Under the category of **Education Principles**, the briefs explore developing a culture of academic integrity and ethical practices in students and staff, plus project-based learning on AI.

The **Guiding Principles** category, covers sound advice on when and how it is appropriate for students to use AI in assessments and embracing the opportunities that AI offers to support the development of students' foundational knowledge, understanding, skills, critical engagement, and self-expression.

On **Assessment Methods**, a guiding framework is presented that supports best practice in use of AI in relation to Blooms Taxonomy, and designing rubrics that students can use to critically evaluate the quality of AI-generated assessments.

The **Lesson Plan** category, presents approaches on how to investigate language models that can support and develop on assessment in response to the current and future working environment, acknowledging the challenges of plagiarism. Further briefs explore rethinking and rewriting programme or module learning outcomes in the age of AI and creating an assessment and feedback method, which develops sustainable critical thinking skills. A complete listing of the assessment briefs is available on page 30-31 and includes the full team names.

This publication also provides the tools and resources we used to drive the hackathon and the outputs delivered on the day. This publication and linked resources are licensed under Creative Commons [CC BY-NC-SA 4.0 Deed | Attribution-NonCommercial-ShareAlike 4.0 International | Creative Commons](#). The ATU hackathon toolkit includes: *a Hackathon CBL Game Card; a Learning Outcomes & Activities Game Card; A to Z Assessments deck of cards; a Padlet collaborative board; and a suite of nineteen assessment briefs presented in a series of information cards in Chapter 4.*

On behalf of the N-TUTORR and Teaching and Learning Centre teams, we would like to take this opportunity to express our sincere thanks to all the participants of the ATU Assessment Hackathon who have created an exciting range of assessment briefs. In addition, many thanks to our external guests, Gilly, Sue, and Sheila, who provided expert facilitation in assessment design and delivery on the day.

Enjoy this creative book of big ideas!

Dr Carina Ginty

*ATU Lead N-TUTORR Transforming Learning
& TU Sector Co-lead for
Stream 1 Student Empowerment*





ATU
Assessment
Hackathon

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- Learning Outcomes Game Card: Dr Carina Ginty
- A-Z Assessment Card Game, Let's Talk about Assessment: Emma McDonald & Dr Carina Ginty

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LEGO® Serious Play Facilitator:

Ken McCarthy, SETU Lead N-TUTORR Transforming Learning

Hybrid AV/Technical Support:

Pat Heffernan

ATU Assessment Hackathon Teams:

- 100+ participants including ATU staff, external academics and ATU N-TUTORR student partners
- All team members are presented on the team's assessment brief derived from outputs on the day (see pages 30-50)

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ATU Assessment Hackathon



Introduction to the Assessment Hackathon

A hackathon is a problem-focused time-bound speed-design event, where individuals collaborate to develop a solution to the problem (Flus and Hurst, 2021). The ATU Assessment Hackathon event derived from consultations with State University of New York (SUNY), University College London, DCU Teaching Enhancement Unit, Prof. Gilly Salmon (Gilly Salmon, 2020) and Serious Lego Play experts (Association of master trainers in the Lego serious play method, 2019). The event was designed around resources developed by the ATU N-TUTORR team, the Teaching and Learning Centre and the Re-Imagining Assessment Project.

Central to the ATU Assessment Hackathon 2023 was a Challenge Based Learning Game Card highlighting the big idea and problems to resolve in a step-by-step process. On the day, the following Big Idea was hacked:

Create academically integral, authentic, and sustainable assessment for all in the age of Artificial Intelligence (AI)

Challenge Based Learning (CBL) is an efficient and effective framework for learning while identifying, understanding, and solving authentic challenges, taking informed action, and making a difference (The Challenge Institute, 2018).

ATU Assessment Hackathon Objectives:

- Provide a first-hand experience of a challenge-based learning hackathon for academic staff to support them in implementing a similar approach.
- Experience the potential value and application of challenge-based learning hackathons as an innovative and engaging learning experience.
- Facilitate an opportunity to learn about designing authentic and sustainable assessments.



Agenda

The ATU Assessment Hackathon 2023 took place on September 6th 2023 simultaneously across three off-campus locations in Galway, Letterkenny and Sligo.

Time	Activity
9:00	Start of event – tea/coffee and networking
9:20	Formal Welcome
9:30	LEGO® Serious Play activity
10:30	Engage Phase Connect with the big idea through the identification, development and ownership of the challenges identified as part of the questioning
11:00	Break
11:15	Present the Challenge Statement (in parallel)
12:00	Investigation Phase Question and analyse the actionable challenge further before suggesting a solution in the third phase
13:00	Lunch
14:15	Act Phase Develop a solution in the form of an assessment specification/brief with implementation and evaluation plan
15:20	Break
15:30	Presentations of the assessment brief (in parallel)
16:40	Spot prize winners announced
16:50	Hackathon wrap-up and feedback
17:00	Close

Table 1. ATU Assessment Hackathon Agenda

Chapter 2

Assessment
Hackathon
Learning
Game
Resources

CBL Game Boards

The Game Board below was developed specifically for the ATU Assessment Hackathon with reference to the Challenge Based Learning framework.

Available from: [Assessment Hackathon Challenge Based Learning \(CBL\) Game Board - Digital Ed.](#)

Assessment Hackathon



Big Idea: Academically integral, authentic, and sustainable assessment for all in the age of Artificial Intelligence (AI).



Through essential questioning move from a big idea to a concrete and actionable challenge.



Engage

- 1. Big ideas
- 2. Essential questions
- 3. Challenges

Document essential questions associated with the big idea.

State the final Challenge Statement.
Try to start with a verb for immediate action.
Be realistic and exciting.

Participate in a journey to build the foundation for solutions.



Investigate

- 1. Guiding principles
- 2. Guiding activities, resources and perspectives
- 3. Analysis and synthesize

Guiding Questions

Guiding Activities and Resources

What we Learned

Document the main findings and considerations to solving your assessment challenge.

Evidence based solutions are developed, implemented with an authentic audience and the results evaluated.



Act

- 1. Solution
- 2. Implementation
- 3. Evaluation

Solution Development

Clearly articulate your thoughtful, concrete, and actionable solution in the form of an assessment brief.

Include as much detail as possible, i.e., implementation plan, required resources, timing, feedback plan, grading rubric, etc.

Figure 2. ATU Assessment Hackathon Game Board

The Game Board folded in three parts providing a flow to each phase. Each phase was developed and documented in sequence.

A generic Challenge Based Learning Game Board was also developed. The generic version can be used in any challenge-based learning exercise and prompts are generic enough to be applied within various settings.

Available from: [Assessment-Hackathon-A3-Gneric_proof2.pdf \(digitaled.ie\)](#)

Challenge Based Learning Hackathon

Through essential questioning move from a big idea to a concrete and actionable challenge.

Engage

1. Big ideas
2. Essential questions
3. Challenges

Document essential questions associated with the big idea.

State the final Challenge Statement. Try to start with a verb for immediate action. Be realistic and exciting.

Document, Reflect and Share

Participate in a journey to build the foundation for solutions.

Investigate

1. Guiding principles
2. Guiding activities, resources and perspectives
3. Analysis and synthesize

Guiding Questions

Guiding Activities and Resources

What we Learned

Document the findings based on rigorous, content- and concept-based research to create a foundation for actionable and sustainable solution(s) to the agreed challenge statement.

Document, Reflect and Share

Evidence based solutions are developed, implemented with an authentic audience and the results evaluated.

Act

1. Solution
2. Implementation
3. Evaluation

Solution Development

Clearly articulate a single thoughtful, concrete and actionable solution that can be defended based on the research from the Investigate phase.

Include an implementation plan specifying the audience, dates, activities, costs, anticipated difficulties, measurements, roles and responsibilities.

Include an evaluation plan based on pre-identified metrics.

Document, Reflect and Share

Source: OBL_Guide2016.pages (challengebasedlearning.org). Adapted from: Nichols, M., Gator, K., and Torres, M. (2016) Challenge Based Learner User Guide. Redwood City, CA: Digital Promise.

Figure 3. ATU Challenge Based Learning generic Game Board

Learning Outcomes Game Card

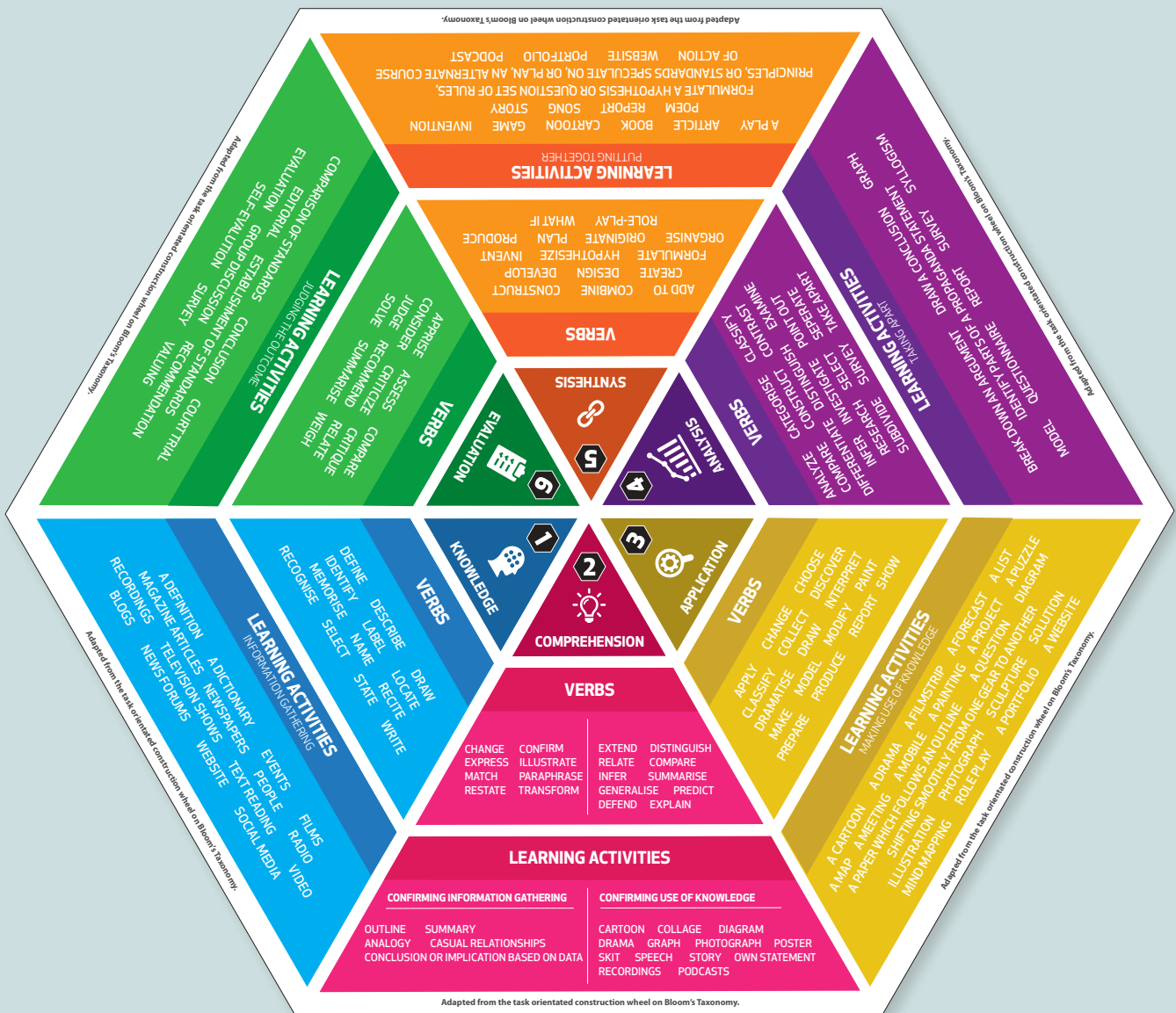


Figure 4(A). Learning Outcomes Game Card

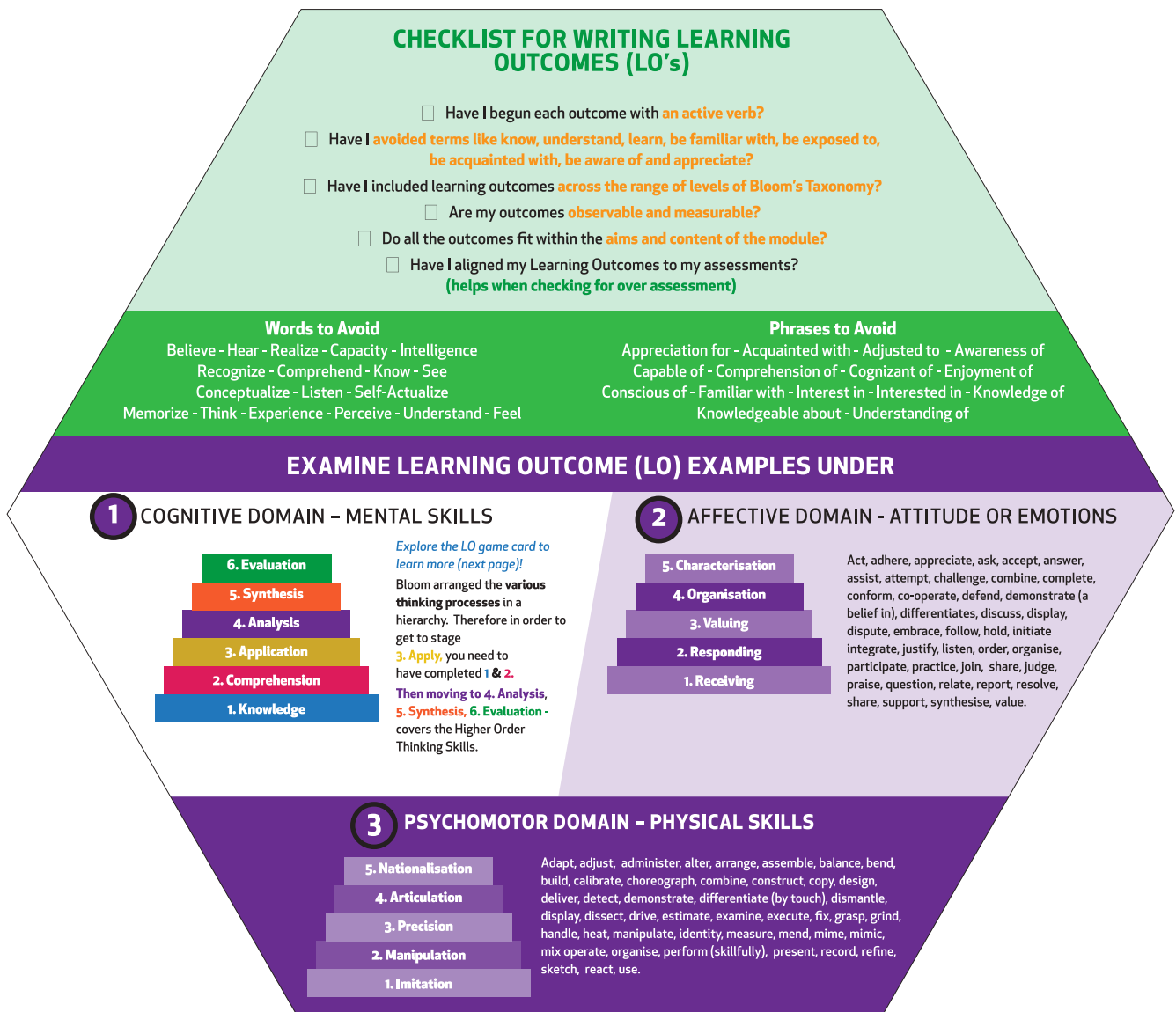


Figure 4(B). Learning Outcomes Game Card

The Learning Outcomes (LOs) Game Card above is a useful learning outcomes design resource and this was made available to all participants at the hackathon. This resource covers a range of possible verbs to consider when constructing LOs, under the Cognitive, Affective and Psychomotor Educational Domains. It also maps different levels of learning to suggested learning activities and assessment options to consider.

Available from: [Creating Learning Outcomes \(LOs\) with the T&LO Pyramid - Digital Ed](#) - created by Dr Carina Ginty (ATU).

Assessment Types A-Z

The Assessment Types A-Z card deck presents 41 assessment types. All participants were supplied with a deck of cards.

The digital catalogue is available on: [Assessment Types - Digital Ed.](#)

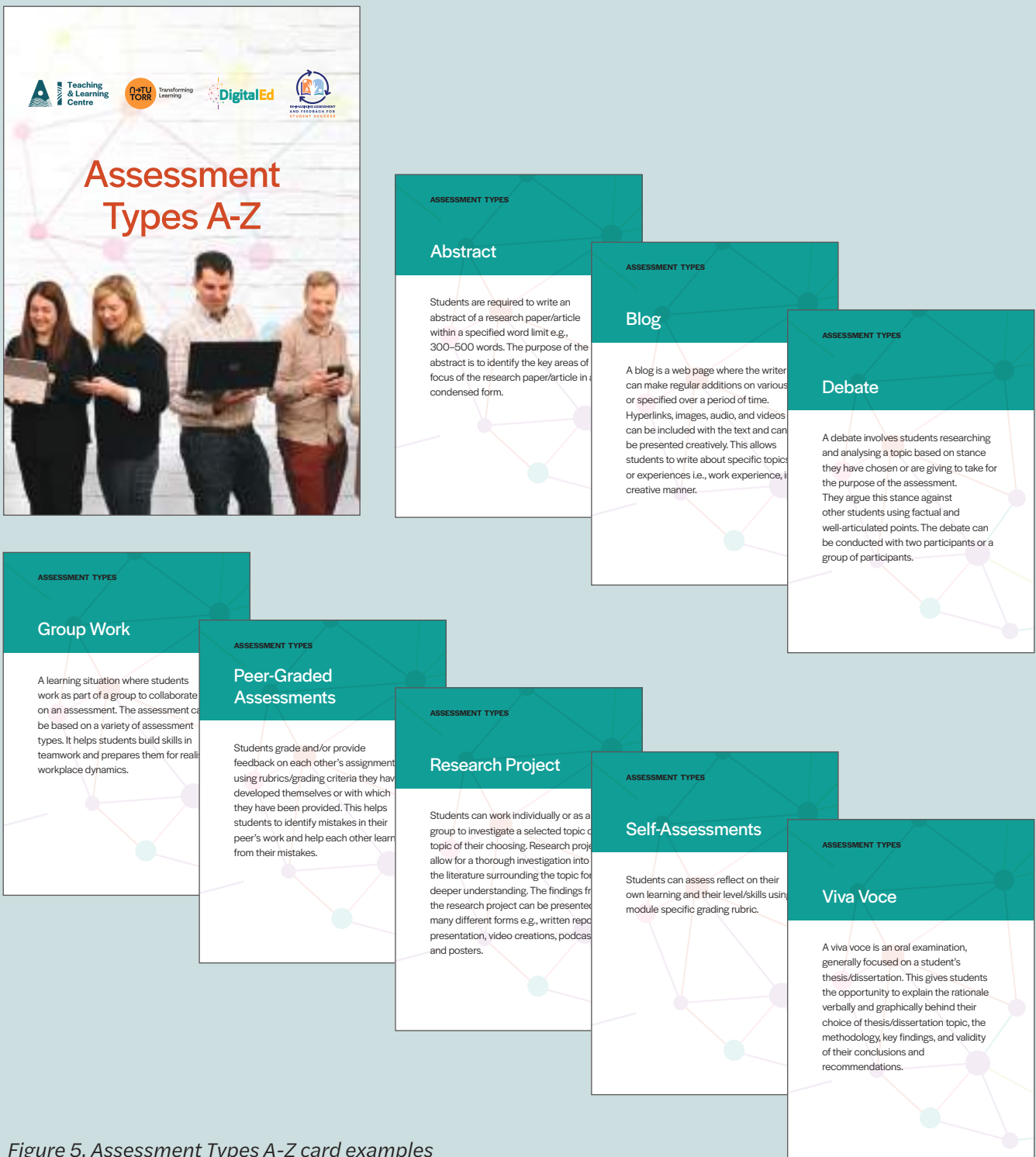


Figure 5. Assessment Types A-Z card examples

Digital Collaboration Board (Padlet)

Two Padlet boards were used to share development and to document the day. Firstly, LEGO® Serious Play activity was documented and shared across the three locations, on: [ATU Assessment Hackathon - Lego Serious Play \(padlet.org\)](#).

Spot prizes were allocated on each location based on the highest number votes from peers.

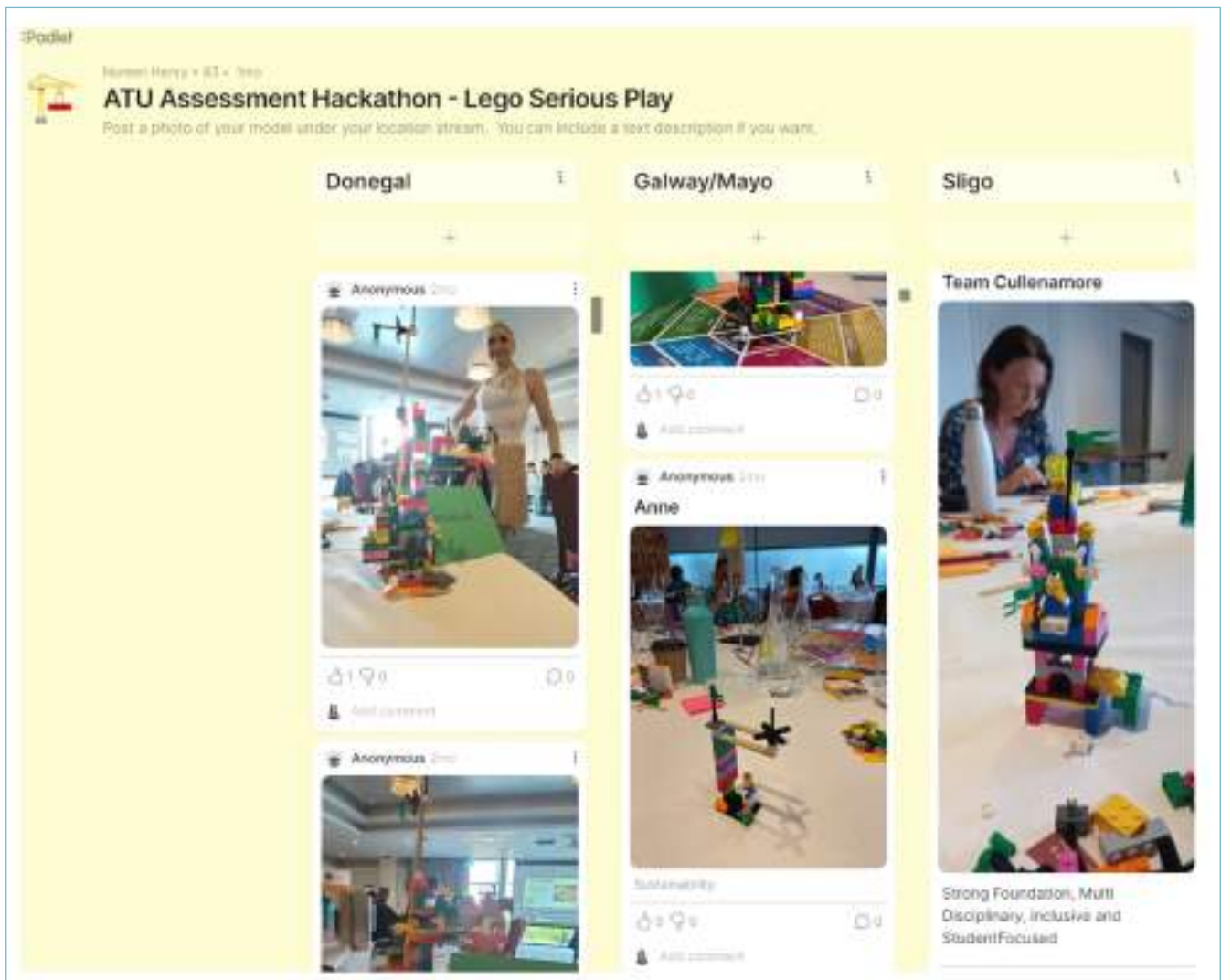


Figure 6. LEGO® Serious Play in action

The second padlet was used throughout the hackathon. Each table team had their own section ordered alphabetically by their assigned team name:

See: [ATU Assessment Hackathon 2023 \(padlet.org\)](https://www.padlet.org)

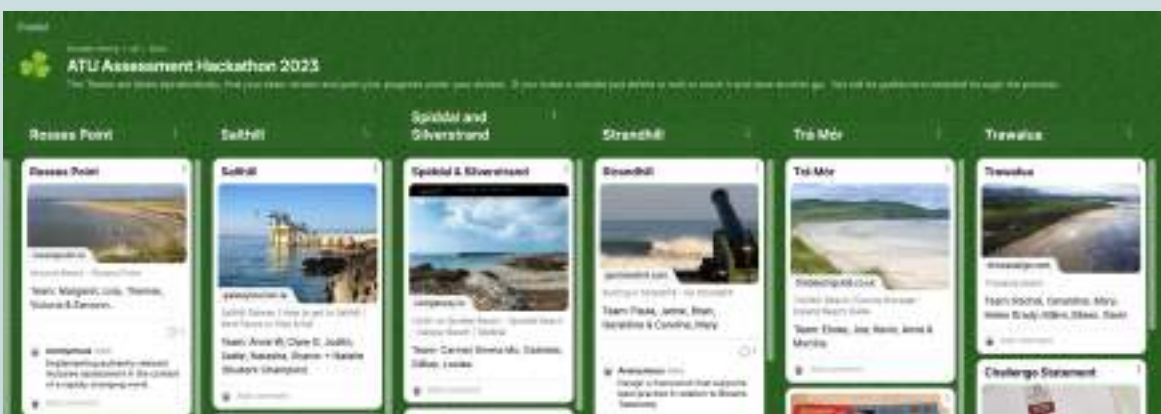
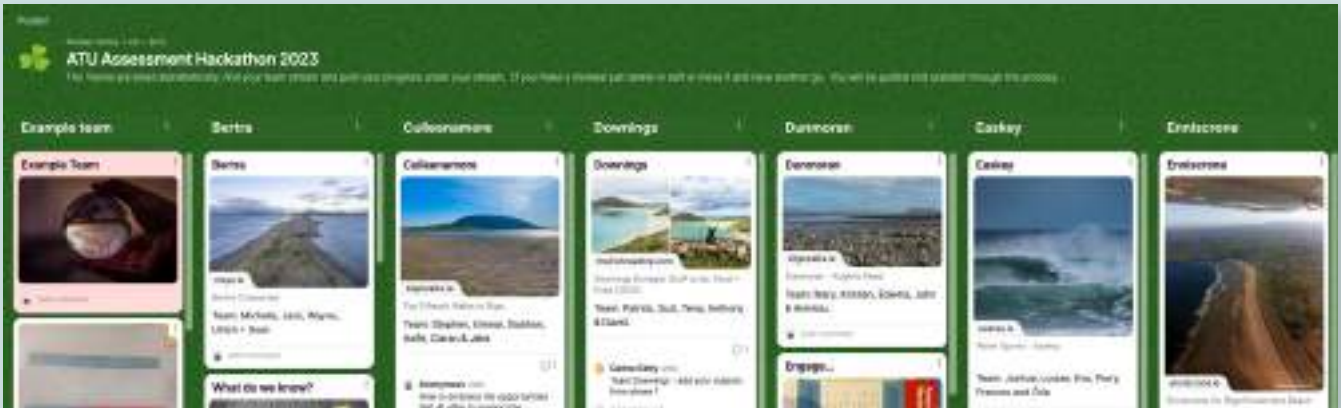



Figure 7. Hackathon Team Collaboration & Documentation

During each phase of the hackathon, team members documented on the Game Board, as well as posting the content on the digital noticeboard. The digital noticeboard enabled everyone to see activity from all three locations.

Trawalua

Trawalua




chozweliga.com

Trawalua beach

Team: Rachel, Geraldine, Mary, Helen Grady, Máire, Eileen, Gavin


Add comment

Share assessment framework




Add comment

Assessment brief includes deliverables




Add comment



Add comment


Challenge Statement



Challenge statement (2 pronged)


Add comment

Students co-design the assessment brief




Add comment

Assessment brief includes criteria for marking their assessment




Add comment

Summary document




Add comment

Introduce Students to learning outcomes




Add comment

Students can use choose relevant tools in Co-design of assessment including AI



Add comment

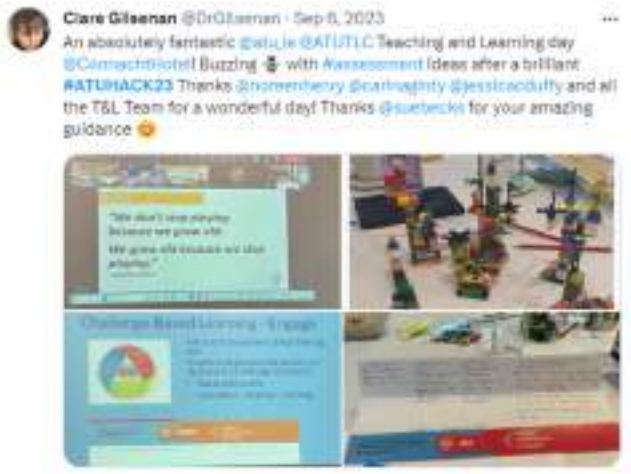


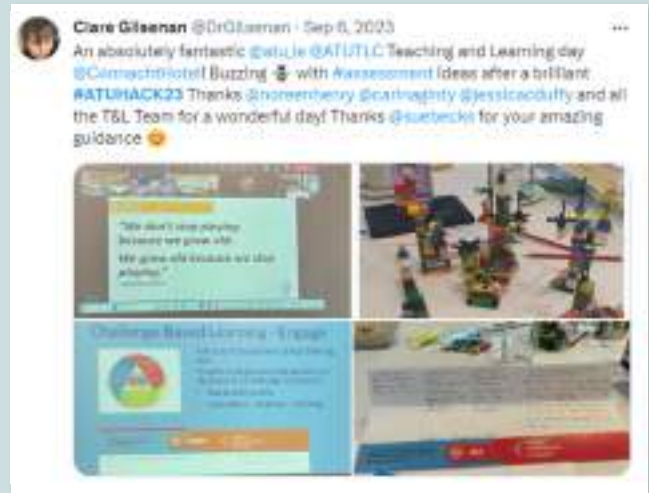
Add comment

Social Media

Posting of content was encouraged throughout the day using #ATUHack23.







Chapter 3

Challenge Based Learning Hackathon Methodology

LEGO® Serious Play Icebreaker

A LEGO® Serious Play icebreaker was facilitated by Ken McCarthy, N-TUTORR SETU Institutional Lead. Each participant was supplied with a LEGO® Serious Play Exploration Bag (available for purchase on www.lego.com).



Figure 8. LEGO® Serious Play Steps

The participants were first asked to build a tower, as high as possible. Second, they were asked to represent the strengths they bring to the team. Lastly, they combined their efforts and Lego® models to build something new to represent themselves. The icebreaker not only proved to be a fun, interactive and innovative means of connecting the individuals and their teammates, it also created an environment of openness and creativity.

CBL Hackathon

The Challenge Based Learning framework is based on three phases: Engage, Investigate and Act. A hackathon can be based on other frameworks or self-defined phases, however in this instance CBL was seen as appropriate due to time constraints.

Engage Phase

Participants were asked to engage with the Big Idea of the hackathon:

Academically integral, authentic, and sustainable assessment for all in the age of Artificial Intelligence (AI)

In a short space of time (30 minutes) the team had to agree on and present a Challenge Statement based around the Big Idea.

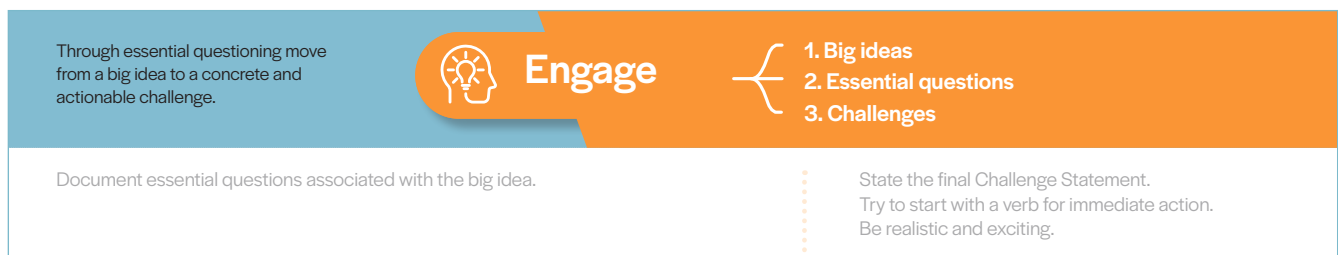


Figure 9. Engage phase of the Game Card

Ideally the Challenge Statement should start with a verb and bring immediacy, while being exciting and realistic. To assist in the task a basic worked example was presented, as follows:

Engage phase worked example

Example challenge statement:

- Relate a specified framework to practice in a real industry setting.

Context:

- Level 7, full-time and part-time distance students, in the technology discipline specifically in IT Services Management.
- Full-time student just completed work placement and part-time student are mostly working in the area.

Also, prompt questions were given:

Engage Phase prompt questions:

1. What are the challenges associated with our big idea?
2. What kind of questions the team would like to explore to help solve the challenge?
3. What is the context?
4. Are these questions specific enough, and realistic in the time allocated, i.e., today?
5. Who are the stakeholders?
6. Why is it important/relevant?

Investigate Phase

During the investigate phase (1 hour), participants further researched the agreed Challenge Statement and gathered information to gain a deeper understanding. By reviewing multiple means of activities and resources, findings and factors to be considered in solving the challenge were identified, documented and debated.

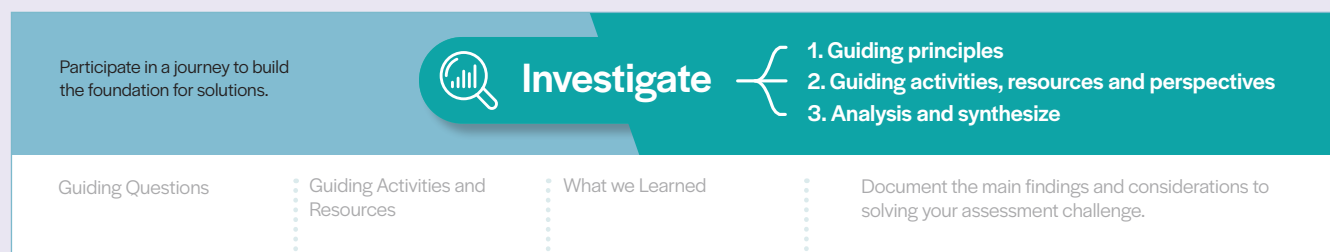


Figure 10. Investigate Phase of the Game Card

Examples of research to be considered for the worked example were presented:

Investigate phase worked example

Research of Relevance

- Proactive Management of IT Operations to Improve IT Services (2017)
Journal of Information Systems and Technology Management 14(2):191-218
- G7 Fundamental Elements of Cybersecurity for the Financial Sector
People, processes and technology are also referred to in Element 3: Risk and Control Assessment.
- Grading Methods for Group Work
Eberly Center - Carnegie Mellon University (cmu.edu)

Also, prompt questions were given:

Investigate Phase prompt questions:

1. What do you know within your team?
2. What do we need to know and understand to provide a solution?
3. What are the guiding resources and activities and where do we find them?
4. Who do you need to reach out to learn more?
5. Have you considered the students?
6. Where can you get quick feedback on your idea?
7. What are the emerging trends and research findings?
8. What are the challenges faced by educators?
9. What are the challenges faced by students?
10. Can you foresee any academic integrity issues?
11. What role can Artificial Intelligence play?
12. Are there any sustainability issues (consider not only environmental sustainability, but academic/ personal/professional sustainability)?

Act Phase

In the final phase (1 hour), **Act**, the teams developed and presented their solution to their challenge-statement in the form of an assessment brief. There were no barriers, expectations or requirements on the solutions, no model or template was provided or expected. Teams were encouraged to be as creative as possible and encouraged that it may not necessarily be a written or verbal output. The Game Card, the padlet board, a verbal presentation and video recording were used as a multiple means of recording the outputs from the Act phase.

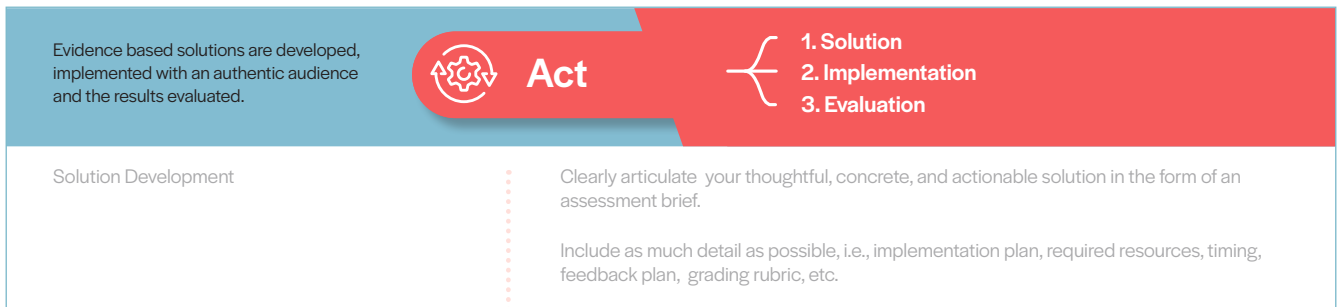


Figure 11. Act phase of the Game Card

The following prompt questions were provided to frame the phase:

Act Phase prompt questions:

1. What are the viable solutions?
2. How is it addressing the big idea (Academically integral, authentic, and sustainable assessment for all in the age of Artificial Intelligence)?
3. Is the assessment solution innovative?
4. Is the solution innovative and exciting yet realistic and achievable?
5. Is the solution academically integral?
6. Is there opportunity for cheating?
7. Is there opportunity for positive use of artificial intelligence?
8. Is it feasible and sustainable for educators to implement within current constraints – time, resources, class sizes, reuse, grading etc?
9. Is it feasible, authentic, and valuable for students?
10. Does it align with learning outcomes?
11. How can it be fairly evaluated?



Chapter 4

Hackathon Assessment Briefs



In the months following the hackathon, the various means of documenting the hackathon process were gathered and analysed. The following 19 assessments briefs are the formal outputs. The briefs are grouped under four categories: Education Principles, Guiding Principles, Assessment Method and Lesson Plan.

Education Principles

- **How do we develop a culture of academic integrity & ethical practices in students & staff and then develop assessments that students can learn from doing that are fair / manageable for students & staff that maintain standards.**

Team Trawalua: Rachel Nugent, Geraldine Dowling, Mary Nolan, Helen Grady, Máire McCallion, Eileen Armstrong and Gavin Clinch.

- **Design a project assessment in the age of AI.**

Team Bertra: Michelle Lynch, Jack Saad, Wayne Gibbons, Ulrich Hoeche and Seán Daffy.

Guiding Principles

- **Determine when and how it is appropriate for students to use AI in assessments.**

Team Enniscrone: Rose Banaghan-Sesta, Susan Leonard, Una L'Estrange, Ruth Quinn, Yvonne Shields and Pdraig Harte.

- **Create an authentic assessment in the context of AI.**

Team Omev Island: Lucia Cloonan, Terri Muldoon, Mary McCormack, Therese Moylan, Paul Curran, Joan O'Keeffe and Orla Skehill.

- **How to embrace the opportunities that AI offers to support the development of students' foundational knowledge, understanding, skills, critical engagement and self-expression.**

Team Culleenamore: Ciaran Comerford, Eimear Donlon, Siobhan O'Dowd, Aoife Cooney and Jake Conway.

Assessment Method

- **Design a framework that supports best practice in use of AI in relation to Blooms Taxonomy.**

Team Strandhill: Paula Ryder, Jamie Clarke, Brian Coll, Geraldine Duignan and Caroline Mullan.

- **Formulate a framework that allows for the clarification of the purpose of the assessments in conjunction with the students.**

Team Mullaghmore: Mary Loftus, Dana Vasiloaica, Enya Gallagher, Paul Press, Joanne Regan, Azura Youall and Blaithin McGrath.

- **How can we support students and staff to embrace AI in a responsible way in an assessment content?**

Team Trá Mór: Eloise McGinty, Joe Coll, Kevin Meehan, Anne Burke and Martina Sandilands.

- **Implementing authentic relevant inclusive assessment in the context of a rapidly changing world.**

Team Rosses Point: Margaret McLoone, Lisa Dunne, Therese Hume, Victoria Matthew and Eamonn Toland.

- **Design a rubric that students use to *critically* evaluate the quality of AI-generated information in a problem-based-learning assignment.**

Team Keem: Trish O’Connell, Surbhi Gautam, Luminita Boblea and Sarah Carroll.

- **Design an assessment that encourages students to engage with and critique Artificial Intelligence (AI).**

Team Downings: Patrick Brennan, Suzi Roarty, Tena Patten, Anthony McElwee and David Chernick.

- **Explore how we can honestly assess students’ ability in learning.**

Team Old Head: Maura Fitzsimons, Eilis McNulty, Maggie Wood, Anne O’Leary, John Carty and Christoph Brink.



Lesson Plan

- **Design assessment that is *worth doing* while maximising students’ choice (from the student perspective).**

Team Easkey: Joshua Gallon, Louise Kearins, Eva Murphy, Perry Share, Frances O’Donnell and Órla Warren.

- **Design authentic assessment that challenges learners to think critically and reflect upon how they approach assessment and solve problems.**

Team Salthill: Anne Wiseman, Natasha Rohan, Judith Wurmel, Sadie Davoren, Clare Gilsenan, Nokuvimba Natalie Chiyaka and Sharon Boyle.

- **Ensure assessment integrity outside the classroom in today’s technological environment.**

Team Portacloy: Sarah Berthaud, Rachel McCarthy, Clare Lundon and Marilla Keating.

- **Explore how AI tools can be utilised to enhance authentic assessment.**

Team Marble Hill: Orla Callaghan, Paul Higgins, Aoife McNally, Shane Wilson and Una Carthy.

- **Create an assessment & feedback that develops sustainable critical thinking skills.**

Team Maghera: Eleanor Diver, William Farrelly, Anna Meehan, Ali Usama, Catherine Jordan and Muhammad Abubakr Bajwa.

- **Investigate how language models can support and develop on assessment in response to the current and future working environment acknowledging the challenges of plagiarism.**


Team Dunmoran: Mary Carden, Kristian Mallon, Edwenia O’Malley, John Pender and Akinlolu Akande.

- **Rethinking / rewriting programme / module learning outcomes in the age of AI (assessment strategies are tools to help us to achieve LOs).**

Team Spiddal and Silverstrand: Carmel Heaney, Emma McDonald, Gabriela Gliga, Gillian McManus-O’Connor and Louise Glynn.




How do we develop a culture of academic integrity & ethical practices in students & staff and then develop assessments that students can learn from doing that are fair / manageable for students & staff & that maintain standards.



Team Trawalua

Assessment hackers: Rachel Nugent, Gerakine Dowling, Mary Nolan, Helen Grady, Míre McCallion, Eileen Armstrong, Gavin Clinch




Challenge statement: How do we develop a culture of academic integrity & ethical practices in students & staff and then develop assessments that students can learn from doing that are fair / manageable for students & staff that maintain standards

Guiding considerations

Development of guiding policy – evolving with technology

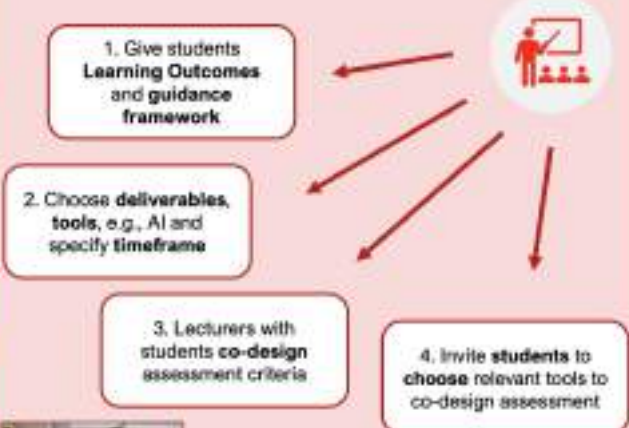
Development of digital badges on academic integrity & use of AI

Time management for development and collaboration



Emerging brief: Education principles

1. Give students **Learning Outcomes and guidance framework**
2. Choose **deliverables, tools, e.g., AI and specify timeframe**
3. Lecturers with students **co-design** assessment criteria
4. Invite **students to choose** relevant tools to co-design assessment





Solution development

- Increase collaboration interdisciplinary & transdisciplines – joint assessment streamline
- Co-design with students
- Promote use of critical reflection but more guidance on assessment of reflection
- Incentives to students to engage with feedback for Summative assessment
- Introduce students to learning outcomes
- Share assessment framework


HACKER TOP TIP

Be more creative in **designing** of the assessment & its **iterative process**






What we built as a part of a creativity-boosting exercise on the day!






Design a project assessment in the age of AI.



Team Bertra

Assessment hackers: Michelle Lynch, Jack Saad, Wayne Gibbons, Ulrich Hoeche, Seán Daffy



Challenge statement: Design a project assessment in the age of AI

Guiding considerations

How do we know that a student has done the learning?

How do we encourage our students to embrace AI while understanding its limitations?


How do we use AI for teaching and learning without compromising assessment?

How do we reconcile the legality of Disciplinary Committee with the reality of plagiarism? Is there a way to design an assessment brief to help?

Skills students would lose relying on AI

- Critical Thinking
- Research skills
- Problem solving
- Communication skills
- Information literacy
- Memory retention
- Creativity
- Motivation

Emerging brief: Education principles



Personalisation – student is the most important, not the report or other artifact

Goal setting

Rethinking the measure of work produced vs student performance & learning

The assessment must address the limitation of the AI use

Skills impacted by student AI use encourages reimagining the existing approaches to assessment

Weighting of assessment deliverables focused on the work done, with emphasis on in person assessment (e.g. Q&A, interview, presentation) to defend own work

Solution development

Specify Learning Outcomes

- Produce a set of project deliverables / communicate your ideas
- Justify the social, environmental, & economic value of your work
- Critically evaluate the decisions made in developing the project

Align Assessment Deliverables with Learning Outcomes

- Project proposal (e.g., written, diagram, timeline)
- Demonstrate project output - hard or soft outputs (e.g., physical artifact or published report)
- Interview/Q&A/Presentation of Project to examiners & peers

HACKER TOP TIPS


Use trusted methodologies to outline learning outcomes

Embrace AI but be aware of potential pitfalls

Create assessment deliverables but with a different lens/approach/context of AI




Determine when and how it is appropriate for students to use AI in assessments.



Team Enniscrone

Assessment Hackers: Rose Banaghan-Seeta, Susan Leonard, Una L'Estrange, Ruth Quinn, Yvonne Shields, Padraig Harte



Challenge statement: Determine when and how it is appropriate for students to use AI in assessments

Guiding considerations

How do we teach students about the limitations and downsides of AI when it is rapidly changing?

What is our knowledge of AI?
What do we need to know about AI?
Who do we need to reach out to for more info?

How can we teach students to critically evaluate the output of AI so they can incorporate it in their work?

Emerging brief: Guiding principles

Do not use AI:


- When teaching fundamentals & basic knowledge

How to use AI:


- Must be transparent
- Student records their interaction with AI

Do use AI:


- When something can be assessed in more than one way
- When assessment is layered
- When assessment is bigger
- When you can measure the process rather than the product




What we built as a part of a creativity-boosting exercise on the day!




Solution development




Pinpoint basic understanding of AI



Identify necessary resources




Provide information on AI to students






Create an authentic assessment in the context of AI.



Team Omeiy Island

Assessment hackers: Lucia Cloonan, Terri Muldoon, Mary McCormack, Theresa Moylan, Paul Curran, Joan O'Keefe, Orla Skahill



Challenge statement: Create an authentic assessment in the context of AI


Guiding considerations

How much do we know what AI can do?

Can AI become a tool students can use in industry?

How to integrate AI and make them available to students?

AI is an advancement of Google



Emerging brief: Guiding principles

Context: Professional Practice module

In brief:


1. Use milestones to evidence learners' process

2. Use interviews with local business leaders

3. Encourage students to test their interview questions with AI and then refine questions

↓
Integrity

↓
Authenticity




Solution development


- Assessment had previously been a report
- Redesign assessment to protect its academic integrity considering AI
- Ensure authenticity
- Explore beneficial ways of using AI

HACKER TOP DISCOVERY

Assessment goals and outcomes remain constant




What we built as a part of a creativity-boosting exercise on the day!



Re-designing assessments




How to embrace the opportunities that AI offer to support the development of students' foundational knowledge, understanding, skills, critical engagement and self-expression.



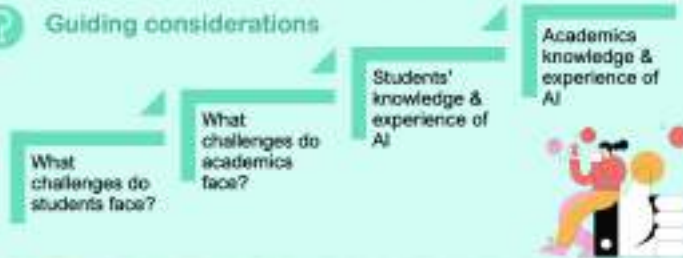
Team Culleenamore

Assessment hackers: Ciaran Comerford, Eimear Donlon, Siobhan O'Dowd, Aoife Cooney, Jake Conway

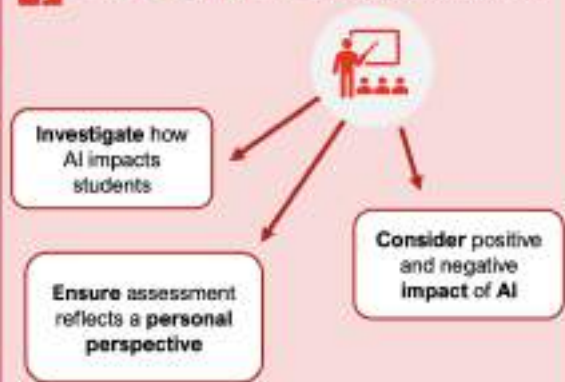


Challenge statement: How to embrace the opportunities that AI offer to support the development of students' foundational knowledge, understanding, skills, critical engagement and self-expression.


Guiding considerations




Emerging brief: Guiding principles




Solution development




Understand Ethical Framework




Decide whether AI use will be mandatory or not



Consider Culture of the organisation



What we built as a part of a creativity-boosting exercise on the day!





Design a framework that supports best practice in use of AI in relation to Blooms Taxonomy.

Team Strandhill

Assessment hackers: Paula Ryder, Jamie Clarke, Brian Coll, Geraldine Duignan, Caroline Mullan

Challenge statement: Design a framework that supports best practice in use of AI in relation to Blooms Taxonomy

Guiding considerations

Can we look at Blooms Taxonomy in isolation?

By embracing AI in learning:

- What is gained?
- What is lost?

What can AI do? Explore considering the following:

- Knowledge
- Comprehension
- Synthesis
- Evaluation
- Analyse information

Solution development

How do you grade?

Explain as to a 5-11-year-old

Articulate purpose clearly

Challenges

- Design / delivery
- Doing / recording / documenting
- Grading / providing immediate feedback

Emerging brief: Assessment method

Assignment Brief (Pass/Fail)
Specify AI Platform

Stage 1

1. Knowledge

2. Comprehension

Share & Reflect

- Prompt History
- Articulation of Process
- Summary knowledge

Stage 2

3. Analyse / Apply

4. Synthesize

5. Evaluate

Share & Reflect

Stage 3

Reflection

Grading

Feedback


Rubric

Rubric

Rubric




Formulate a framework that allows for the clarification of the purpose of the assessments in conjunction with the students.



Team Mullaghmore

Assessment hackers: Mary Loftus, Dana Vasiloaica, Enya Gallagher, Paul Press, Joanne Regan, Azura Youall, Bláithín McGrath



Challenge statement: Formulate a framework that allows for the clarification of the purpose of the assessments in conjunction with the students


Guiding considerations

Does the assessment match the end purpose?

Does the end purpose as perceived by the lecturer matter to the student? Why are we doing a certain topic, talk etc.


Does it provide steps to get the end purpose?


Do students have emotional maturity to use AI appropriately?



Emerging brief: Assessment method


Purposeful Assessment






What we built as a part of a creativity-boosting exercise on the day!


Solution development



Small group work for enhanced effectiveness




Create time for new concepts






How can we support students and staff to embrace AI in a responsible way in an assessment content?



Team Trá Mór

Assessment hackers: Eolise McGinty, Joe Coll, Kevin Meehan, Anne Burke, Martina Sandilands




Challenge statement: How can we support students and staff to embrace AI in a responsible way in an assessment content?

Guiding considerations

What are the issues from students' perspective?

How to integrate Universal Design for Learning into assessment?

How do we encourage student ownership?




Emerging brief: Assessment method

First Year Assignment


Task: Read an AI generated essay and address the following in a report:

1. State the key arguments / facts
2. Identify any inaccuracies or missing arguments / facts
3. Produce a list of sources underpinning each fact along with a brief summary of each source
4. Discuss the credibility of the sources in terms of whether they are reputable peer reviewed sources or non-peer reviewed (e.g., newspaper, blogs)
5. Reflect on the value of using generative AI as a research tool.


Solution development




Give students ownership over their own learning




Provide clear guidelines for staff and students






What we built as a part of a creativity-boosting exercise on the day!



39




Implementing authentic relevant inclusive assessment in the context of a rapidly changing world.



Team Rosses Point

Assessment hacker: Margaret McLoone, Lisa Dunne, Therese Hume, Victoria Matthew, Eamonn Toland



Challenge statement: Implementing authentic relevant inclusive assessment in the context of a rapidly changing world

Guiding considerations

What are we assessing?

Why are we assessing?

Focus on the competencies for the future

Stakeholders

- Management
- Students
- Academic council
- Lecturers
- Regulatory bodies

Emerging brief: Assessment method

Target – 1st year students

Purpose: How to create a positive experience for all

Competencies:

- Communication skills
- Critical thinking
- Information gathering / research
- Organisation skills
- Awareness of support services

Task: Based on college report and best practices, present findings using:

Group:


- Photovoice
- Video
- Live presentation
- Report

Individual:


- Reflection
- Anonymous questionnaires

What we built as a part of a creativity-boosting exercise on the day!


Solution development



Authentic



Meaningful



Inclusive


Ensure the assessment is

HACKER TOP TIPS

Ensure student support is available and students know how to access it




Design a rubric that students use to *critically* evaluate the quality of AI-generated information in a problem-based-learning assignment.



Team Keem

Assessment hackers: Trish O'Connell, Surbhi Gautam, Luminita Boblea, Sarah Carroll



Challenge statement: Design a rubric that students use to *critically* evaluate the quality of AI-generated information in a problem-based-learning assignment

Guiding considerations

- How to integrate AI in your subject?
- How can lecturers share best practice and lessons learned?
- How are lecturers influenced?
- How to handle lecturers not being exposed as not being 'experts' in their area?
- How to guide students through critical evaluation?

Solution development


- Initial prompt is key because it sets the quality of the assignment
- Utilise Universal Design for Learning (UDL) principles
- Needs to be high stakes 20% of module
- Project based assignment 4 weeks
- Show students how to critically evaluate resources

Principles

What we built as a part of a creativity-boosting exercise on the day!

Emerging brief: Assessment method

Project based assignment where students use:




To collect and synthesize information based on a given prompt, underpinned by UDL principles

Assessment criteria

- Project based learning in groups
- Provide critical thinking checklist
- Provide rubric to guide peer-review
- High stakes assessment




Design an assessment that encourages students to engage with and critique Artificial Intelligence (AI).



Team Downings

Assessment hackers: Patrick Brennan, Suzi Roarty, Tena Patten, Anthony McElwee, David Chernick



Challenge statement: Design an assessment that encourages students to engage with and critique Artificial Intelligence (AI)

Guiding considerations:

Engage or ban AI?

Is written assessment obsolete?

Can AI be used to help performance retention?

What type of assessment are available in the age of AI?

How can students learn about AI and that it is becoming a transferrable skill?

Solution development

- Be explicit on academic integrity, ethical practice and assessment procedures and expectations with the brief
- Embrace Artificial Intelligence
- Critique sources of information
- Use alternative assessment to a report, e.g., posters, practicals, MCQ, presentation, writing an SDP (with visual audio), portfolio, viva, exams, reflections, designing a product, organising and managing an event

Guiding principles:




HACKER TOP TIP

- Lead by example, experiment with AI tools
- Change is constant, move with developments
- Use AI to assist with Academic Integrity

Emerging brief: Assessment method



100% Continuous Assessment (CA)

Breakdown:

- Presentation 
- Written piece 
- Poster 

Allow alternative format of assessment

Challenges:

- Group size 
- Integrating AI 


Practical Ideas for incorporating Multiple Means of Action and Expression

↓

Vary assessment methods and provide alternative ways to demonstrate knowledge, all the while aligning your assessment with your learning outcomes




Explore how we can honestly assess students' ability in learning.



Team Old Head

Assessment hackers: Maura Fitzsimons, Ellis McNulty, Maggie Wood, Anne O'Leary, John Carty, Christoph Brink



Challenge statement: Explore how we can honestly assess students' ability in learning

Guiding considerations

How to apply practice in learning?

How to guide students to reflect on learning?

How can we award marks thinking through the process i.e., search engines used narrowing strategies?

Justify chosen strategies

Emerging brief: Assessment method

Poster Presentation

Instructions:

- Students choose and justify topic for poster presentation
- Students reflect on their learning experience from the presentation & content

Guidance & Support:

- Guidelines & expectations to be given to students at start of module
- Support to be given to lecturers regarding assessment
- Organise online peer discussion forum to enhance engagement

Workshops:


- Poster creation workshop for students
- Poster presentation skills workshop

Resources required:


- Poster stands
- Large rooms
- Free access to poster printing

What we built as a part of a creativity-boosting exercise on the day!


Solution development




Base your assessments on the Learning Outcomes



Identify how the assessment contribute to the programme aims & objectives




Include students as active contributors



Explore what supports are available to academics & students




Design assessment that is *worth doing* while maximising students' choice (from the student perspective).



Team Easkey

Assessment hackers: Joshua Gallon, Louise Kearins, Eva Murphy, Perry Share, Frances O'Donnell, Órla Warren



Challenge statement: Design assessment that is **worth doing** while maximising students' choice (from the student perspective)

Guiding considerations

Creativity / diversity

Is it achievable?

Is it fair?

Is it genuine / authentic?

Is it sustainable?

Solution development

Assessment Development Nudges

- Purpose
- Clarity
- Focus
- Diversity
- Honesty
- Publicity

Secure Identity

- Competencies
- Confidence
- Communication
- Community (recognition, validation)

Feedback

Emerging brief: Lesson plan

Module: Research skills

Part one: 6 weeks
Groups of 4
Formative assessment

Use AI to develop a research proposal from a list of suggested topics

Write a prompt to the AI

Look for feedback

Critically evaluate it against theory

↓

Present proposal to class (choice of format – live presentation, pre-recorded presentation or poster or other) and participate in Q&A


Record in e-journal on each section of proposal on prompts and information used or rejected

Reflect on decision process

Part two: 6 weeks
Repeat individually with topic of choice aligning to final year project


60% Continuous
40% Presentations and Q&A

What we built as a part of a creativity-boosting exercise on the day!






Design authentic assessment that challenges learners to think critically and reflect upon how they approach assessment and solve problems.



Team Salthill

Assessment hackers: Anne Wiseman, Natasha Rohan, Judith Wurmel, Sadie Davoren, Clare Gleenan, Nokuvimba Ntshale Chiyaka, Sharon Boyle



Challenge statement: Design authentic assessment that challenges learners to think critically and reflect upon how they approach assessment and solve problems

Guiding considerations

How do we tackle issues with use of AI and plagiarism?

How do we assess with the challenges of IA?

How do we prepare our learners for new career paths?

How do we set parameters for the use of AI?

Type of assessment prompting critical and reflective and valid thinking and learning?

Emerging brief: Lesson plan

Module: Academic and Professional Skills (APS)
Goal: Introducing appropriate use of AI including tools, techniques, analysis and referencing
 Develop a suitable assignment for the use of AI for the APS module

Brief:

- Learners are assigned into teams and provided with a challenge to work on.
- Each team selects an AI tool to generate appropriate outputs. The outputs may be text or image based
- The output is shared with the entire group and tools that were used are being discussed and critiqued.

Reflective Piece:

The reflective piece will incorporate principles of UDL, learners can choose to use video, audio, written, infographic, poster etc., to complete their reflection.

Sample questions:

- How was your experience of using the tools?
- What prompts did you use?
- How did you tailor your inputs to get a better output?
- What did you learn from the discussion sessions?
- Reflect on the quality of the information provided.

Grading:

Grades for group work and participation.

Majority of the grades are for the reflective piece.

Solution development

Often towards the end of semester learners may turn to AI to complete their work quickly. However, they are not able to articulate and explain the output.


Learners must familiarise themselves with AI and know how they should and should not use AI in their work.

Learners need to know how to use AI in their future careers.

Ensure that educators are guided through the use of AI tools so that they are equipped with the skills needed to build on the ASP assignment.




Ensure assessment integrity outside the classroom in today's technological environment.



TU TORR

Team Portacloy

Assessment Hackers: Sarah Berthaud, Rachel McCarthy, Clare London, Marilla Keating



Challenge statement: Ensure assessment integrity outside the classroom in today's technological environment

Guiding considerations


What has worked/not worked in the past?

What is the current thinking/research?

Solution development

- Effective assessment is subject, class-size, student year specific
- Co-teaching and peer review
- Sustainability/ feasibility and future proofing of student and lecturer workload
- Transversal skills (including personal effectiveness skills)
- Ensure retain focus on Universal Design Learning (UDL) and Equality, Diversity & Inclusion (EDI)

Key Factors for Assessment Development



Emerging brief: Lesson plan

Portfolio of telecollaboration for language & cultural learning

1. Use a **portfolio** to gather learning and assessment pieces for language and culture teaching and learning via a **telecollaboration** between class from 1 Irish & 1 foreign institution (e.g., portfolio = 20% overall mark).
2. Assessment output: Portfolio including emails + phone calls + research summary + student feedback on group & individual work.

6 weeks-long in Semester 2 for year 1 students

Week 1	Introduction to telecollaboration, ethics & integrity, rubrics & marking.
Week 2	Start of telecollaboration with email between French (FR) & Irish (IR) students. Emails in both languages about introducing themselves & institutions
Week 3	Research on cultural point online with summary in both languages.
Week 4	Phone call between FR & IR students to present findings from week 3.
Week 5	Research on cultural point & final phone call between FR & IR students.
Week 6	Feedback on collaboration & collating of portfolio (to include traces of all activities). Troubleshooting on technology.

Feedback:

Informal feedback collected during the collaboration & formal feedback collected via survey at end

Grading:


Marking done via Rubrics

Resources needed:

Language lab, Classroom of students from foreign country




Explore how AI tools can be utilised to enhance authentic assessment.



Team Marble Hill

Assessment hackers: Orla Callaghan, Paul Higgins, Aoife McNally, Shane Wilson, Una Carthy



Challenge statement: Explore how AI tools can be utilised to enhance authentic assessment

Guiding considerations

How to guardrail students use of AI

How do prompts and outputs relate and evolve?

What prompts to use with AI


What type of traditional assessment can we use?

Make assessment sustainable

Solution development


- Teach students critical thinking and evaluation skills
- Instruct students how and when to use AI tools correctly and appropriately
- Include students as learning partners in the creation of authentic assessment

Co-design assessment with students



HACKER TOP TIP

Advice for lecturers



Emerging brief: Lesson plan

Assessment for 3rd – 4th year


Given the provided case study (subject relevant)

1. Using an AI tool of your choice **develop** an appropriate **solution** for the tasks outlined
2. **Evaluate** the **accuracy, authenticity and relevance** of the solution generated by the AI tool
3. **Present** a concept map describing how you evaluated the AI tool and your key findings


Criteria for AI tool assessment

Rubric

	Excellent	Proficient	Basic	Limited
Content				
Organisation				
Clarity				
Creativity				




What we built as a part of a creativity-boosting exercise on the day!






Create an assessment & feedback that develops sustainable critical thinking skills.



Team Maghera

Assessment tuckers: Eleanor Diver, William Farrelly, Anna Meehan, Ali Usama, Catherine Jordan, Muhammad Abubakr Bajwa



Challenge statement: Create an assessment & feedback that develops sustainable critical thinking skills

Guiding considerations

Define critical thinking

Find agreement with students

Explore ways to encourage students to critical thinking

Reimagine learning methods

Emerging brief: Lesson plan

Assessment brief

Aim: to critically assess information sources in response to a current issue relevant to the module and industry

Module learning outcome: Students will be able to assess what they deem to be reliable research sources including ChatGPT

Instructions:

1. Choose from the 3 topics relevant to the module
2. Input the title of the topic to ChatGPT or another AI engine
3. Find 3 to 4 cited sources within the ChatGPT result
4. Evaluate the original cited research and how it has been used in the ChatGPT result
5. Write a 300-word reflection and conclude whether you would think ChatGPT is a reliable source of research data / information
6. Grade the ChatGPT answer


Grading Rubric

Use of ChatGPT or similar 20%	Max 10 (marks awarded)
Prompt development: <ul style="list-style-type: none"> - ask for source - refine input question - screen grab evidence 	
List reliable sources of information - student use (e.g., social media)	Max 40 (marks awarded)
Evaluation of sources 40%	
Check 4 sources from ChatGPT in library database, professional resources, industry journals	Max 40 (marks awarded)
Reflection 40%	
300-words reflection to include personal judgement on evidence information Grade ChatGPT answer on quality Answer question: Do you think this AI tool is a reliable source?	Max 40 (marks awarded)


Solution development

- Incorporate ChatGPT / any other AI programme into the assessment
- Ask students to critique on reliability of sources with ChatGPT
- Survey students on what they believe are reliable sources of information (e.g., AI, ChatGPT)

Essential steps in Assessment Development




What we built as a part of a creativity-boosting exercise on the day!






Investigate how language models can support and develop on assessment in response to the current and future working environment acknowledging the challenges of plagiarism.



Team Dunmorán

Assessment hackers: Mary Carden, Kristian Mallon, Edwenia O'Malley, John Pender, Akinlolu Akande



Challenge statement: Investigate how language models can support and develop on assessment in response to the current and future working environment acknowledging the challenges of plagiarism

Guiding considerations

Is there a fear of change?

If using AI what should we be aware of?

Can we salvage nuggets from the past old pedagogy?





Is our challenge to move away from assessments that can be determined by AI?

How use real time implementation when there are roadblocks of programme review?


Solution development

- Re-wiring assessment strategy
- Use AI as a scaffolding tool to spark the ideas
- Foster self-expression and critical assessment
- Consider an intermulti-disciplinary / collaborative module per semester
- Provide intensive weekly support & timely feedback
- Challenge of how to assess (Integrity of same):
 - > Choice
 - > Not output based
 - > How information integrated
 - > Students sets the timeframe of assessment from the outset (ownership)

Necessary Resources:

- Student input 
- Buy in from management 
- Buy in from staff 
- Funding 

Essential strategies



Emerging brief: Lesson plan

Module/name – Multidisciplinary construct

Description:
Students will form teams across a number of disciplines to tackle a topical 'wicked problem' e.g., develop a new inclusive sustainable city. Students will be required to show evidence of curiosity, confidence, collaboration creativity & dealing with chaotic situations. Class will be small groups based, guided by a tutor.


Assessment:

1. **Integration** = proven communication between each discipline in any form, e.g., minutes of meetings, list of requirements, weekly work plans, allocations of roles & responsibilities, progress reports.
2. **Simulation** = students will be assigned a stakeholder to advocate for solution development about the 'wicked problem', e.g., "develop / design / imagine - a new inclusive sustainable city" (testing authenticity)
3. **Product** = with negotiation with your team, students will choose how they prefer to be assessed, e.g., promotional video presentations, model building, podcasts, report (can use AI).

Assessment	30% Integration	30% Simulation	10% Product
Curiosity			
Confidence			
Collaboration			
Chaos			
Creativity			




Rethinking / rewriting programme / module learning outcomes in the age of AI (assessment strategies are tools to help us to achieve LOs).



Team Spiddal and Silverstrand

Assessment hackers: Carmel Heaney, Emma McDonald, Gabriela Gliga, Gillian McManus-O'Connor, Louise Glynn



Challenge statement: Rethinking / rewriting programme / module learning outcomes in the age of AI (assessment strategies are tools to help us to achieve LOs)

Guiding considerations

How do we develop students' ability to think?

How do we ensure students have acquired the knowledge and skills required to enter the workplace?

How do we embrace AI in learning & assessment, while ensuring academic integrity?

Emerging brief: Lesson plan

Reflective journaling 30-40% (weighing)

Task / assignment

- You are required to keep an updated reflective podcast / blog / video documenting your journey of learning for this module (max 5 minutes, max 1000 words, min 2 entries)
 - Feedback is given on 1st submission mid-September
 - Virtual learning environment (VLE) upload
- Identify 2-3 key concepts that you have found particularly interesting & describe
- Recognise what skills you have used / are developing as you have worked through the content and assignments
- Write or illustrate
 - How you think the content of this module is relevant to everyday life / the sector you are interested in working in (consider expanding to relate to SDG's).

Solution development

CA vs end of year exam

Time

Academic Policy & strategy

Nature of subject

Rethinking /
Rewriting Learning
Outcomes in the
age of AI

Level of English

Class size

Learning support / students need

Level of study

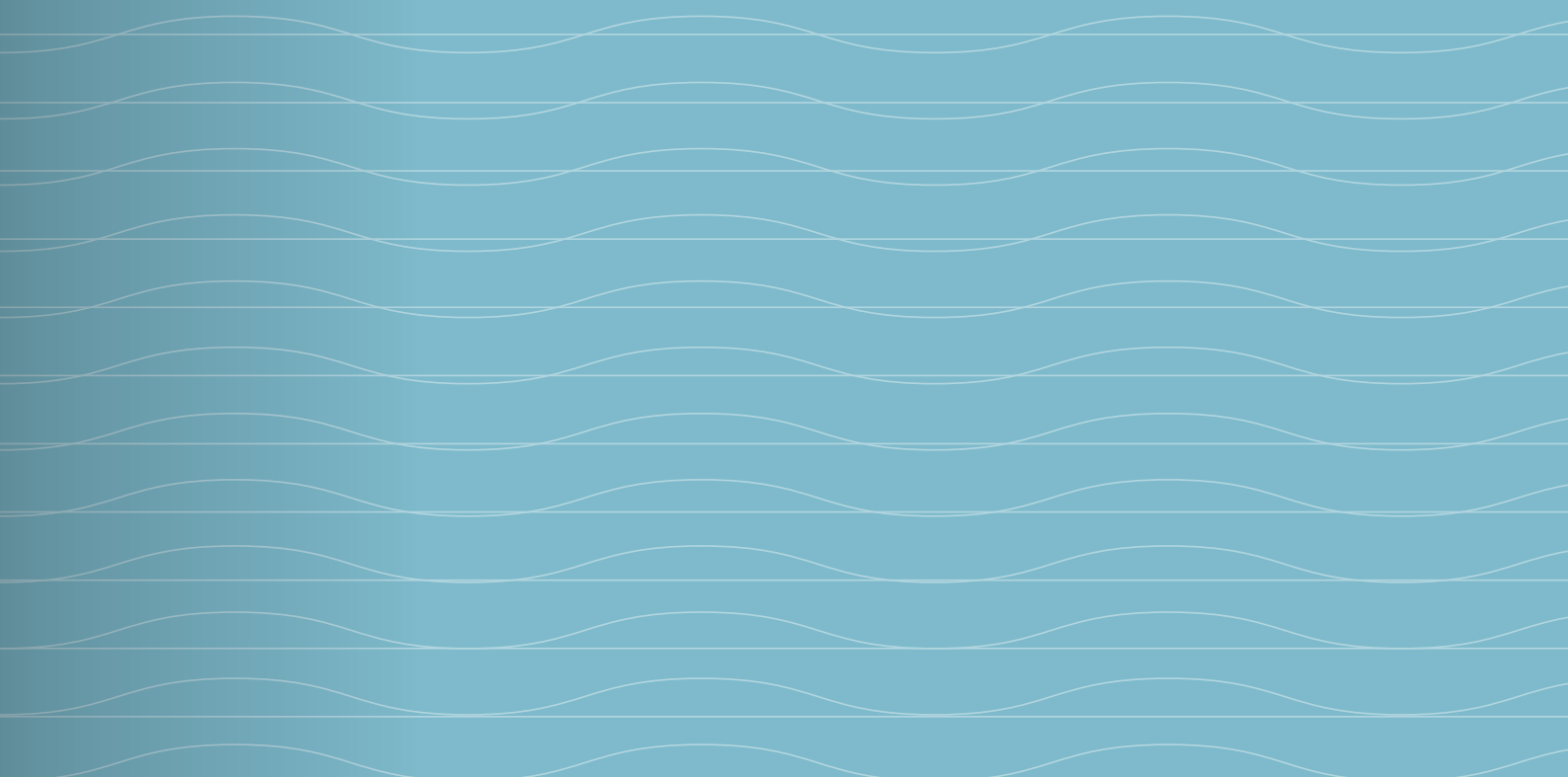
Practise based education

AI integration option

- Ask AI to give you a brief explanation of one of the topics covered in class
- How does it compare to the class material?
 - Knowledge
 - Skills development
 - Application

Chapter 5

Feedback



In late November 2023 feedback was sought from the hackathon participants through an anonymous survey (N=12). A sample of findings is presented in the table below.

59% of respondents changed their teaching and assessment practice this semester as result of participating in the Assessment Hackathon at the start of the semester.

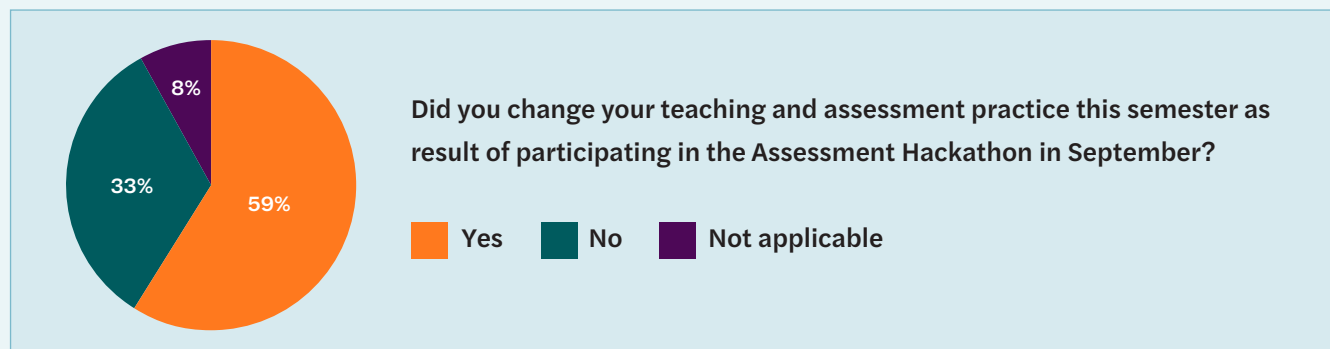


Figure 12. Retrospective perceived changes in Learning, Teaching and Assessment practice by Hackathon participants

The changes made relate mostly to Academic Integrity and Digital Transformation with specific relationship to Artificial Intelligence.

Specific changes implemented include:

Change	Category relating to N-TUTORR themes
Introduced a lecture on AI.	Academic Integrity and Digital Transformation
I provided students more ownership regarding their assessment. I let them choose the most appropriate assessment strategy. The students selected to go with a Podcast for one of the learning outcomes and a debate for the other.	Universal Design for Learning
I have started using the Smart H5P Artificial Intelligence in my work to generate quizzes, glossaries, and interactive videos.	Digital Transformation
I have explicitly flagged ChatGPT in my module delivery, making students aware of it and encouraging debate and reflection on the role (if any) it should play in their learning journey.	Academic Integrity and Digital Transformation
Introduced more self-assessment.	Academic Integrity, Universal Design for Learning, and Equality, Diversity and Inclusion
I discussed the use of generative AI with my students at the start of the module and provide guidance on its use. I also clearly outline if I permit its use within CAs.	Academic Integrity and Digital Transformation
I have created an activity for students to ‘ask AI’ in creating an exercise session as part of our Personal Training module.	Digital Transformation

Table 2. Changes made by academic staff, categorised by N-TUTORR Theme

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