

Assessment for Learning in the Age of AI: Promoting Critical Thinking and Academic Integrity

The Issue

- Many faculty members are currently facing the realization that *they can no longer assess students or learning the way they used to before the emergence of Generative AI (GAI)*. Traditional assessments, such as essays, reports, projects, and take-home tasks, are now easily producible by AI tools, threatening both academic integrity and the authenticity of learning.
- The suggested good practice below addresses that challenge by redesigning assessments to promote critical thinking, originality, and ethical use of AI.

Best practices

- Seamless integration between DDDM and GAI tools. That is, use GAI (ChatGPT, Gemini, or Copilot) in the execution of assignments.
- Assessment of Learning **Processes**. The process is as important as the product or the outcome.
- In-class Performance Assessments.

Case Studies

Activity1: Formative Assessment

Within-process Strategies

1. Prompt-Process-Reflection (PPR) Journals

Assessment: Require students to document:

- **Why** and how ChatGPT was used
- The **prompts** they used with ChatGPT,
- The **reasoning** behind each prompt,
- How they refined outputs, validated data, and what decisions they made.

Case Studies

Within-process Strategies

Section	Student Entry
Task Objective	
Initial Prompt to ChatGPT	
Why This Prompt?	
ChatGPT Output Summary	
Evaluation	
Reflection	

Criteria	Excellent (2)	Satisfactory (1)	Needs Improvement (0)
Clarity of Task Objective	Clear and relevant	Vague	Missing
Prompt Quality	Thoughtful and well-targeted	Acceptable	Poor or copied
Justification of Prompt	Shows reasoning and intent	Basic justification	No justification
Evaluation of Output	Critical and evidence-based	Minimal critique	Blind acceptance
Depth of Reflection	Insightful and linked to learning	General	Superficial

Activity1: Formative Assessment

Within-process Strategies

2. Comparison Assignments: With vs. Without AI

Assessment: Students complete the same task **twice**—once independently and once with ChatGPT's help. Then, they:

- Compare the two processes
- Reflect on what AI added (or missed)
- Evaluate reliability and integrity

Purpose: Measures students' ability to evaluate AI critically and understand its limits and affordances in decision-making.

Case Studies

Activity1: Formative Assessment

Within-process Strategies

3. Real-Time Think-Aloud Assessment

Assessment: In class, ask students to solve a data-based problem while verbalizing their thinking. If they use ChatGPT, they must explain:

- What they're asking
- Why they're asking it
- How they're evaluating the answer

Purpose: Provides insight into students' reasoning, questioning skills, and AI literacy as part of the learning process.

Challenges

1. Over-Reliance on AI Output
2. Prompt Engineering Skill Gaps
3. Ethical and Academic Integrity Concerns

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Recommendation

1. 1. Teach AI Literacy
2. Focus on Higher-order Thinking
3. Use Rubrics that value Reflection
4. Promote Human-AI Collaboration