

AI-MAZING! REDESIGNING ASSESSMENT FOR AUTHENTICITY AND ACADEMIC INTEGRITY



with Natalie Oostergo on the 15th May 2025

- 10:58:14 From Errin - Velg Training
Good morning, everyone. Welcome to today's webinar: AI-Mazing! Redesigning Assessment for Authenticity and Academic Integrity
- Joining you from Velg HQ in Brisbane! Feel free to share where you are joining from. :)
- 10:59:55 From Katharina (Karin) Nijboer-Boon
Good morning - I am joining the webinar from Nathalia, Victoria
- 11:01:10 From Joe Husidic
Hi, from Joe from Kangan TAFE, Vic
- 11:02:19 From Mitchell Taylor
Whadjuk Noongar Boodjar
- 11:02:58 From Rachel Bown
Rachel Bown - TAFE SA. Relationship of Gen AI and AI. How to manage this
- 11:03:07 From Robyn Culbert
Robyn, Sydney - better understanding of authenticity of material
- 11:03:19 From Sarah Blanche
My name is Sarah & I work at Worklinks Qld Ltd as an Assistant Training Manager. I'm hoping to get out of this session how to manage the use of AI & use of AI from students in authenticity
- 11:03:23 From Amanda Smith
Really keen to understand how to promote ethical use of AI in assessment.
- 11:03:41 From Krista Kerr
Krista - TAFE, Perth. Authenticity
- 11:03:46 From Katherine Graham
Hi, I'm Katherine, I'm here on the lands of the Woiwurrung and Wathaurong people.
Hoping to get tips on designing theory questions to improve authenticity
- 11:03:46 From Joe Husidic
Awareness, re AI, implications...

- 11:03:57 From David Evans
Tools for checking authenticity
- 11:04:34 From Anicet Wall
Anicet - Saltbush Social Enterprises Darwin
- 11:04:41 From Anne Smith
Anne Smith- TAFE Qd, - keen to learn how to use AI but still have our own/students' ideas and thoughts in the world of assessment
- 11:06:57 From Melanie Jabbour
I'm more than happy for students to use AI to support their understanding of the content, but not to answer the questions without them even attempting to interpret it themselves. Such a struggle.
- 11:10:24 From Katherine Graham
I think it's a lack of confidence and that it's easier, not any of the options above
- 11:10:49 From Joe Husidic
Hand writing and hand written responses in real time need to be reintroduced in the assessment process. 😊
- 11:10:54 From Amanda Smith
Generally students say that they struggle with timeframe of assessments - especially when working full time.
- 11:11:06 From petra dent
I had students tell me they thought it's ok
- 11:11:09 From John O'Neill
English may be a second language
- 11:11:19 From Krista Kerr
Students struggling with English
- 11:14:50 From Sarah Logan
in VET students will not be able to demonstrate skills required if they use AI to answer knowledge questions
- 11:15:17 From Melanie Jabbour
Worried that it is being so heavily relied on that people are no longer attempting to do things for themselves.
Also worried about the environmental impact considering how much water and energy is used for every response.
- 11:15:27 From Sarah Blanche
I'm not too worried about AI, however my concern is about the use of AI ethically. The concern I also have is students having the knowledge to demonstrate this.
- 11:15:28 From Michelle Cowans
we know that AI can hallucinate so the concern is taking what it says at face value without fact checking - much like believing everything you read online.

- 11:16:06 From Michelle Cowans
It can also take away critical thinking skills which is why it's so important to teach students how to use AI responsibly and ethically - it's not going away
- 11:16:09 From Katharina (Karin) Nijboer-Boon
Worried in the sense that - as assessors we need to determine AI was used - how can we be sure that the use of AI at 10% it is NOT plagiarism - but at 11% it is ?
- 11:16:27 From Anne Smith
People will lose the ability to have confidence in their ability to understand topics without asking AI
- 11:16:29 From Amanda Smith
That's really interesting...
- I work in healthcare so my biggest concerns are around the translation of knowledge to practice. I worry about a student's ability to apply contingency skills and think on their feet if they don't have access to a digital device.
- 11:17:03 From Krista Kerr
Students are relying on it to answer assessment questions. Do they have the knowledge that they need to transfer to the workplace.
- 11:19:03 From Sarah Logan
Policy needs enforcement - you can't rely on the good will of students to follow policies
- 11:19:42 From Joe Husidic
AI is just a new "term" for data / information is in a e-format. We just need to respond to the latest developments in this area. Human Intelligence should be recognised as the only real form of Intelligence. So called AI is an "automated computer based system". 😊
- 11:19:50 From Amanda Smith
I think that we are in trouble if we do not allow the use of AI. The cat is well and truly out of the bag at this point. And detection tools will often penalise students who are ESL and reward those who can afford the expensive tools that are not detectable...
- 11:20:00 From Michelle Cowans
we need to rethink the way we assess particularly in VET where demonstration of skills is key (definitely harder in academia) - AI can absolutely be a teaching tool for students but shouldn't be a crutch - comes back to the importance of showing students how can help without taking away important learning skills.
- 11:20:13 From Amanda Smith
Absolutely!!
- 11:20:50 From petra dent
Depending on the task, I may encourage students to use it

- 11:21:02 From Katherine Graham
What is ASQA's expectation for RTO's to use screening software to identify use of AI?
Question was answered by Natalie during the presentation.
- 11:21:06 From Michelle Cowans
Not allowing AI is as stupid as not allowing phones as learning tools when smart phones first came out - it's here to stay and students will use it
- 11:21:06 From Sarah Logan
Agree Petra
- 11:21:39 From Sarah Logan
Good question Katherine
- 11:21:49 From Anne Smith
Some younger current students think the answer is in ChatGPT and why wouldn't they use it.
- 11:22:21 From Jenny Meurant
We should be considering how we can use AI to improve assessing and learning
- 11:22:37 From Sarah Blanche
I know that in my daughter's school they do not allow students to use AI (eg: ChatGPT). Students have to find information for themselves using research skills & critical thinking.
- 11:22:49 From Michelle Cowans
and what about the new generation of people who will have had AI their whole lives - like the digital natives of today. It's a new world and so needs to be integrated into education, not separated from it
- 11:23:14 From Melanie Jabbour
I think AI can be a huge support for a lot of students but not to do the work for them.
- 11:23:37 From Amanda Smith
Are we preparing our graduates for the work world if we do not teach them how to use AI ethically and safely?
- 11:24:15 From Robyn Culbert
To indicate to students that AI is not always accurate!!
- 11:24:42 From Michelle Cowans
yes I love showing examples of ChatGPT getting it so very very wrong
- 11:26:34 From Joe Husidic
Nature of assessment will change in years to come. Access and critical processing of data / information will be an important part of the assessment. However, practical demonstration of skills / knowledge in real time and real settings will become more dominant form of assessment.
- 11:32:26 From Melanie Duck
oral assessments would be a great way.

- 11:32:34 From Anne Smith
I'd like to but we have moved on in our modes of delivery.
- 11:32:41 From Julene Muir
We are using more verbal assessments.
- 11:32:45 From Robyn Culbert
Pen and paper can often be difficult to read.
- 11:32:54 From Krista Kerr
Oral assessment are great but very time consuming.
- 11:32:56 From petra dent
hello Melanie duck :-)
- 11:33:03 From Sarah Logan
I think the process based assessment is great - draft - discuss - feedback and final draft
- 11:33:08 From Melanie Duck
Hello Petra
- 11:33:14 From Sarah Blanche
I don't agree with going back to pen & paper. It can increase time for trainers/assessors to interpret what the student is saying.
Oral assesments - depends on the unit to be delivered. Oral assessments could be more like role play based activities.
- 11:33:19 From Robyn Culbert
Our preference is towards question/interview student
- 11:33:25 From Anne Smith
Oral will become more important
- 11:33:30 From Katharina (Karin) Nijboer-Boon
We should get ASQA - to put a frame work in place across the VET sector - do not leave it up to the individual RTO or even T&A
- 11:33:52 From Sarah Blanche
The other point is if we complete oral assesments/role plays we need to document the task being completed with feedback.
- 11:33:53 From Jenny Meurant
We also need to consider the cost to the RTO
- 11:33:54 From Amanda Smith
I'm not a SUPER fan of oral assessments... depends on the topic.
- 11:34:22 From petra dent
the way this goes I think we need to look for ways to use it more often
- 11:34:38 From Joe Husidic
oral assessment, demonstrations and some hand writing

- 11:35:27 From Michelle Cowans
Prompt Literacy is the new literacy
- 11:42:32 From Amanda Smith
Pro's are that AI can be a great study buddy. Especially important in the online environment when students are somewhat isolated.
- 11:42:53 From Anne Smith
Pros - can make for an interesting assessment
- 11:42:55 From Sarah Blanche
Pros - if it is being used ethically then it can encourage critical thinking & improvement.

Cons - students can become reliant & there is concern about whether the student is actually competent & understands what is required.
- 11:43:09 From David Evans
initial research on a topic and promoting discussion
- 11:43:12 From Melanie Jabbour
I agree Amanda, study buddy is the best term for it!
- 11:43:39 From Anne Smith
Con - not enough thinking going on.
- 11:43:46 From Sarah Logan
Cons student cannot demonstrate knowledge tho they have the qual
- 11:43:53 From Joe Husidic
Absorbing of data via any means including so called AI is just part of the learning process.
- 11:44:01 From Melanie Jabbour
con is that I see students copy and pasting the question into chat when they just needed to open a link and copy directly from the link.
No longer even attempting to use their brain...
- 11:44:36 From Kylie Dorrian
I like considering how students will use AI in the workplace and implementing this into course content and assessment. Lots to think about!
- 11:49:46 From Sarah Logan
Sydney Uni is doing a lot of very interesting things on Ai and integrity in education
- 11:50:16 From Amanda Smith
It's the age old question of how to apply AI in ways that are helpful not harmful. A cautious approach is warranted.

@Sarah Logan - UNSW is really leading the charge. So interesting.

- 11:50:26 From Joe Husidic
Quality of data provided by AI depends on the pool and the quality of e-sources that it has access to. In this context protecting of e-content from unauthorised use by so called AI systems will become very important in years to come,...
- 11:51:01 From Sarah Logan
@Amanda Smith - dont tell Syd U that
- 11:53:22 From Michelle Cowans
Thanks that was great - have to jump out.
- 11:53:31 From Amanda Smith
Great question!
- 11:55:31 From Katherine Graham
Thanks
- 11:55:54 From Melanie Jabbour
Any tips on how to encourage them to not use AI?
Question was answered by Natalie during the questions time towards the end of the webinar.
- 11:56:01 From Krista Kerr
Thank you, lots to think about.
- 11:56:02 From Robyn Culbert
I have no questions, just a lot to consider
- 11:56:14 From Katherine Graham
Natalie could your action plan also refer to other components of assessment design, in terms of mitigating the actual impact of academic misconduct
Question was answered by Natalie during the questions time towards the end of the webinar.
- 11:56:20 From Jenny Meurant
Thanks - great session
- 11:56:35 From Melanie Jabbour
I guess just increasing confidence...
- 11:56:41 From David Evans
Thanks Natalie
- 11:56:53 From Amanda Smith
I'm interested to hear on your thoughts on future trends in the AI and VET education space - particularly in employability skills.
Question was answered by Natalie during the questions time towards the end of the webinar.
- 11:57:30 From Joe Husidic
No questions - very informative. I currently work in Corrections Vic. Students don't have access to the Internet. :-)

- 11:57:50 From Jody Freeman
How can we assess knowledge evidence criteria specifically and avoid AI without using oral assessment?
Question was answered by Natalie during the questions time towards the end of the webinar.
- 11:57:57 From Melanie Jabbour
Thank you - my connection is not great so have missed some things but greatly appreciated.
- 11:59:00 From Melanie Jabbour
Yes - already happening in the early childhood sector!
- 11:59:56 From Carmelle Watkins
Most students do want to do the right thing, AI is a tool is only getting bigger and bigger, if we encourage students after they choose AI - is to read answers, understand and reword their answers. They want to learn so they can get a job in their desired career.
- 12:00:17 From Katherine Graham
Thanks, Natalie
- 12:00:29 From Anicet Wall
I normally send the work back and ask if they can write it in their own word. Most time it comes better than the first submission because they aware that I am aware what they doing.
- 12:00:30 From Kylie Dorrian
Thankyou!
- 12:00:36 From Krista Kerr
Thank you
- 12:00:37 From Mitchell Taylor
Thank you.
- 12:00:38 From Sarah Logan
Thanks Natalie and team
- 12:00:40 From Cindy Hansford
Thanks :-)
- 12:00:51 From Guy Fitzroy
thank you
- 12:00:55 From Joe Husidic
Thanks Natalie :-)
- 12:00:56 From Carmelle Watkins
Thank you Natalie!
- 12:01:01 From Sarah Blanche
thank you so much - that was so informative

12:01:06 From Renuka Vinothkumar
Thank you

12:01:07 From Jenny Treasure
Thank you

12:01:10 From Amanda Smith
Thanks Natalie. Interesting!

12:01:14 From Robyn Culbert
Thank you , very inforatimve

12:01:17 From Anicet Wall
Thank you Natalie and Velg team

12:01:19 From Melanie Duck
Thanks

12:01:22 From Melanie Jabbour
Thank you, greatly appreciated.

12:01:23 From Anne Smith
Many thanks - very thought provoking