

A Diverse Range of Assessment Activities

There are good reasons to use a diverse range of assessment activities when you teach. (1) Assessment diversity can get at different ways your material is learned by students. (2) It can help different types of students show what they have learned. (3) It can help students feel more connected to the class because they are tapping into multiple ways the content comes across – the richness of the material is better reflected in the diverse range of assessments. (4) In the age of AI, a diverse range of assessment activities can better ensure an authentic pedagogical bond between the instructor and individual students. The instructor can see the student interacting with the course content in multiple ways, which can both make the assessment suite more fair overall, and naturally discourage the inappropriate use of AI.

Here are some examples:

Assessment	Description
Oral Assessments / Presentations	<p>Oral assessments and presentations may allow students the opportunities to demonstrate their mastery of course material through live conversation.</p> <p>As part of oral assessments, students may be asked to engage in a variety of learning tasks in preparation, such as creating a supplementary slide deck, drafting talking points in advance, and collaborating with peers to structure and delegate portions of a presentation. Engaging in these tasks may support students in developing transferable skills useful in and out of the classroom. In addition, conducting oral assessments in lower-stakes settings may help instructors determine what topics students are comfortable with as well as topics that may need additional instructor support.</p> <p>Response to Generative AI: For higher-stakes assessments, oral assessments create a space in which generative AI can only support, not substitute for, student learning. While a student may (depending on course policies) use AI tools to help prepare for the assessment, AI tools may not complete the oral assessment themselves in a live format, thus requiring the student to engage in the live conversation themselves.</p>

	<p>Responsible Uses of Generative AI: Students may leverage generative AI tools to help them prepare for oral assessments. Interacting with an AI tool prompted to act as an experienced presentation or debate coach while also using speech-to-text features may be useful for students seeking additional practice with and feedback on oral presentations. Students may also practice Q&A with an AI tool instructed to ask follow-up questions related to their topic, allowing students to practice responding to unexpected questions.</p>
Podcasts / Videos / Blogs	<p>Creating podcasts, videos, or blogs may offer students a means of considering course content through a different medium. These forms of digital assessments may invite students to engage with course content in more active and personal ways, such as by creating graphics to aid their video or structuring a podcast in ways they deem most convincing. In addition, these types of assessments can be modified to work as individual or group projects and are thus more scalable to classes of different sizes.</p> <p>Developing accompanying rationale and assignment rubrics are essential in designing these digital assessments to encourage student engagement with course content. Instructors should consider whether their students have sufficient time, technical knowledge, and access to digital tools to complete these assessments.</p> <p>Response to Generative AI: Creating these projects may require more student input to effectively address assignment requirements, such as specific considerations for the audience and expected levels of expertise. Group podcasts, for example, may require students to be more familiar with course content to be able to sufficiently engage in conversation about their selected topic. In addition, these creative projects may allow students more agency in how they choose to develop the final product, encouraging students to engage with specific course content according to their own interests.</p> <p>Responsible Uses of Generative AI: Students may leverage generative AI tools to support with drafting the project, such as by interacting with AI to develop a starter script that the student may further revise to fit their own voice and knowledge about the topic. They may also use these tools to assist with managing different project components, such as creating an action plan to accomplish the project's tasks and keeping track of group members' contributions.</p>

Portfolios	<p>Collecting student portfolios may support students' engagement with formative assignments while allowing instructors a more comprehensive means of evaluating student work. Portfolios are friendly to low-stakes writing and other formative assignments, and they may encourage risk-taking and revision. Students may also be invited to reflect through writing a portfolio introduction that contextualizes their work within the learning and progression of the course itself.</p> <p>Portfolios may be grading friendly for instructors who have capacity to evaluate a large sample of the student's work, rather than just one or two high-stakes tests. Instructors may choose to collect a cumulative portfolio (composed of students' work throughout the course) or a curated portfolio (composed of students' selections of work most representative of their learning), depending on the learning objectives and assessment needs of their course. Depending on their grading capacity, instructors may consider selecting one or multiple specific time points during the course to review assignments and provide feedback, such as by conducting a midterm check with substantial feedback and providing a final grade at the end of the course.</p> <p>Response to Generative AI: Because portfolios typically include process work and multimodal materials, students may be less inclined to rely on generative AI because they have already contributed to the portfolio through formative assignments. In addition, portfolios tend to be representative of the student's own voice, making it easier for instructors to evaluate for discrepancies in student voice between different portfolio materials.</p> <p>Responsible Uses for Generative AI: Students may leverage generative AI tools to assist with managing different portfolio components, such as keeping track of all cumulative materials produced throughout a course. They may also find AI tools useful in collecting their thoughts; for example, a student may find it useful to share their stream-of-consciousness thoughts with an AI tool and have the AI reflect back recurring patterns or themes related to their curation of their portfolio.</p>
Research Posters / Presentations	<p>Offering students opportunities to develop and practice research- or career-related skills as part of course assessment may support students' engagement with course content. Allowing students the option of creating research posters and presentations for assessments can promote more authentic and effective learning experiences.</p>

	<p>Developing accompanying rationale and assignment rubrics are essential in designing these digital assessments to encourage student engagement with course content. Instructors should consider whether their students have sufficient time, technical knowledge, and access to digital tools to complete these assessments.</p> <p>Response to Generative AI: Creating these projects may require more student input to effectively address assignment requirements, such as specific considerations for the audience, expected levels of expertise, and (if the research was conducted by the student themselves) details on methodology and the field particular to the student's own research process. In addition, students may be more motivated to invest their own time and effort if they see the assignment as valuable to their personal or professional goals.</p> <p>Responsible Uses of Generative AI: Students may leverage generative AI tools to support with drafting the project, such as by interacting with AI to develop a starter structure for their poster or presentation that the student may further revise to fit their own knowledge about the topic and field. They may also use these tools to get feedback or to familiarize themselves with standard structures and practices for their research presentations in their field.</p>
Reflection Opportunities	<p>Building more in-depth reflection assignments into course instruction may encourage students to personally engage with content and create a space for authentic learning. These reflection opportunities may be flexible in format (e.g., a student could reflect verbally through a recording, or they could write a journal entry) and may accompany other pre-existing course assignments. They may also offer students the space to consider how course content may be relevant for their academic, career, and personal goals. For instructors, reflection assignments allow greater insight into students' learning process.</p> <p>When creating reflection assignments to accompany pre-existing course content, consider places in your course in which reflection feels authentic and useful for both you and your students. For example, you might consider where reflection may support students in connecting content to their career goals, or where reflection may help you gain greater insight into students' course performance.</p>

Response to Generative AI:

Because reflection assignments are typically personal to each student, students may be less inclined to rely on generative AI because they have greater knowledge as to their own process than the AI. Encouraging students to reference specific moments in their process as well as class-specific material may increase the relevance of the reflection to their learning. In addition, students may find it easier to complete the reflection themselves than to rely on generative AI, since the student will have greater knowledge about the specific class content and context.

Responsible Uses for Generative AI:

Students may leverage generative AI tools to support in collecting their thoughts; for example, a student may find it useful to share their stream-of-consciousness thoughts with an AI tool and have the AI reflect back recurring patterns or themes in their thoughts.