

# **Assessing Assessment Authenticity: A holistic approach to reviewing and renewing the authenticity of assessments in a changing world with artificial intelligence**

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## **Abstract**

### **Background**

This workshop is for educators, course designers and curriculum leaders to reflect on the authenticity of their program's assessments in the contemporary health education context, explore what is working and what can be renewed, and create a personalised action plan for enhancing assessment authenticity. Participants will be engaged in an active learning experience underpinned by a Discover-Explore-Apply-Reflect (DEAR) instructional model with intersected theory bursts and small group application and reflective activities.

### **Why is the topic important for practice?**

Well designed and well implemented authentic assessments are pivotal to students' authentic achievement of knowledge, skills and dispositions to grow as a competent professional and a whole person beyond the education program. To better prepare students for a changing world with artificial intelligence, it is important to revisit, review and renew assessment authenticity in health education curriculum in response to the transforming society, work and education contexts.

### **Workshop format**

Learning occurs in a DEAR active learning environment where participants discover and explore research-based materials, then apply these materials to unpack you own perceptions of assessment authenticity in your contemporary education setting, self-evaluate the degree of authenticity of your assessments, and share your tools, challenges and unique action plan with other educators, course designers and curriculum leaders.

#### *Before the workshop (optional)*

**Discovery:** (Optional) Prior to the workshop, participants receive via email three published papers as pre-reading, and will be encouraged to bring along one example of their program's current assessments (otherwise to be provided).

#### *During the workshop*

**Explore #1:** Assessment authenticity in a changing world with artificial intelligence

**Apply #1:** Discuss what authenticity means to you, how authenticity has been manifested in your program's assessments, and if/how this could have shifted given the increasing reach of artificial intelligence (AI)

**Explore #2:** A framework for self-evaluating assessment authenticity

**Apply #2:** Assess the degree of authenticity of your assessments in your contemporary education context

**Explore #3:** Tools for enhancing assessment authenticity

**Apply #3:** Share your tools and create a heat-map of your repertoire to review and renew authentic assessments

**Explore #4:** Assessment and curriculum alignment

**Apply #4:** Develop a strategy to link renewed authentic assessments and the existing curriculum

**Reflect:** Gap analysis and a personalised action plan for next steps - where you currently are on assessment authenticity, where you want to be, how you will get there

**Who should participate?**

Educators with interest and/or experience in authentic assessments, course designers and curriculum leaders

Maximum of 20 participants

**Level of workshop**

Intermediate

**Workshop outcomes**

By actively participating in this workshop, delegates will be able to:

- Identify the essential elements that determine assessment authenticity in a world with artificial intelligence
- Apply a recommended framework to self evaluate the authenticity of your own assessments
- Reflect and assess a repertoire of tools that you currently have and/or will need to obtain to review and renew authentic assessments
- Develop a strategy to link renewed authentic assessments and the existing curriculum
- Create a personalised action plan in reviewing and renewing the authenticity of assessment tasks in your educational context.

### **References (maximum three)**

Koh, K. (2017). Authentic Assessment. Oxford Research Encyclopedia of Education.

McArthur, J. (2023). Rethinking authentic assessment: work, well-being, and society. *Higher education*, 85(1), 85-101. <https://doi.org/10.1007/s10734-022-00822-y>

Nieminen, J. H., Bearman, M., & Ajjawi, R. (2022). Designing the digital in authentic assessment: is it fit for purpose?. *Assessment & Evaluation in Higher Education*, 48:4, 529-543, DOI: 10.1080/02602938.2022.2089627