

Redefining Student Achievement: Authentic Assessment in the Era of Artificial Intelligence

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EXECUTIVE SUMMARY

This chapter explores the impact of artificial intelligence (AI) in classrooms on the development and implementation of authentic assessment practices. The integration of AI technology in classrooms has sparked varied perspectives among educators. As AI technology becomes increasingly integrated into educational settings, educators find themselves at a crossroads, with divergent perspectives on the benefits and challenges it presents. While some educators view AI as a valuable tool that can enhance student learning and provide support to teachers, others express concerns that AI may inadvertently encourage plagiarism among students. Through a qualitative exploration of the viewpoints and experiences of secondary teachers, this study illuminates the complex landscape of AI in education and its impact on authentic assessment practices. Key themes that emerged from the research include the belief among secondary teachers that authentic assessment practices play a crucial role in fostering creativity and meaningful learning experiences for students.

INTRODUCTION

The process of educational assessment yields valuable information relevant to student learning outcomes and provides a perspective on how to mitigate educational programs to enhance student learning. An accurate evaluation of student learning is a critical component of the educational assessment process and the improvement of educational programs. An authentic assessment of student learning refers to the ability to assess the work done by the student, without the use of, or influence of artificial intelligence or another resource (Seitz, 2023; Villarroel, et. al., 2018). Ulderich (2023) asserts that authentic assessments are valuable and powerful tools for improving the quality of educational instruction (Wiggins & McTighe, 2005; Herrington & Herrington, 1998).

Artificial intelligence has been relevant since 1956 and has been a vital part of the educational arena since the 1970s, which included the use of computers to aid teachers and be a tutoring resource for students (Adipat, 2022). Initially, artificial intelligence played a nominal role in educational systems, which has now grown exponentially along with the advent of technology. According to Pacheco-Mendoza, et. al. (2023) and Farrelly and Baker (2023), artificial intelligence continues to enhance the educational experience by offering personalized learning that is designed to address the learning needs of the student, enhancing critical thinking, problem-solving, and creativity. Bearman, et. al. (2023) assert that artificial intelligence has resulted in a shift away from traditional analytic and interactive learning towards one requiring clarity of what it is and how it is regarded from an ethical standpoint.

Although artificial intelligence has a multitude of creative and effective ways to assist learning, it also poses a direct threat to student learning and the accurate assessment of the student's achievement. The influence of artificial intelligence has the propensity to skew student learning outcomes through the student's use of artificial intelligence. This has become an interference in student attentiveness during course instruction due to the student's inability to put their smart devices down. Additionally, students have become less engaged with peers and instructors due to the distraction posed by their smart devices; and students have become reliant on the use of artificial intelligence resources for quick answers to assignments and completion of assigned course reports, which further stifles the student's creativity and learning (Adipat, et. al., 2022). Educators are tasked with the challenge of determining how to adequately assess student learning in the era of artificial intelligence.

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