

ASSESSMENT RE-DESIGN AND GEN-AI: WHAT DO UNDERGRADUATE STUDENTS WANT AND NEED FROM ASSESSMENT?

INTRODUCTION

The advancement of AI technology has urged universities to rethink their focus areas and optimize assessment practices. Arts and Social Science, which nurture reflection and critical thinking, remains imperative to investigate the capacity of design-thinking in assessments to be transformative and scalable. This research examines undergraduate students' preferences for assessment types and their perceptions of AI integration to better understand their academic journeys.

METHODOLOGY

Research Approach : Qualitative approach to explore students' perspectives on assessment methods

Data Collection :

- Semi-structured interviews conducted in-person and online
- Interviewees: 5 undergraduates studying Arts/Social Science major(s)

Data Analysis : Systematic analysis to identify shared perceptions in five areas:

- Current assessment experiences
- Assessment type preferences
- Influencing factors
- Openness to AI application
- Future considerations



RESULT 1

Preference for Practicality and Flexibility

- Students preferred practical engagement and real-life relevance in assessments
- Group projects and multimedia formats seen as more meaningful than theory-based tasks
- Flexibility in format and submission timelines is critical for work-life balance and quality
- Supporting Dang et al. (2022)'s advocate for multimodal assessment practices to capture diverse talents

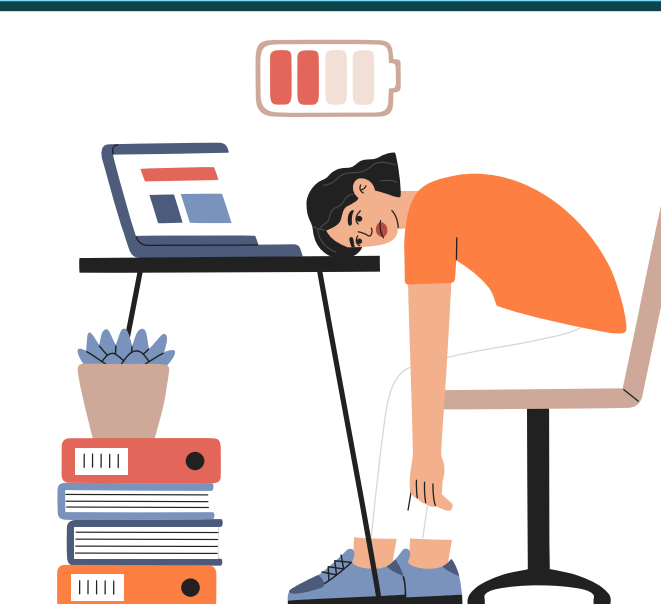


Let students choose their own way of presenting... that would be helpful. – Alice, History Major

RESULT 2

Mixed Views on Traditional Assessment Methods

- Long essays allow deep exploration but causes stress due to overwhelming workload
- Examinations and quizzes are efficient but criticized for lack of flexibility and fairness
- Support for more equitable assessment approaches with consistent criteria (Henderson et al, 2019)

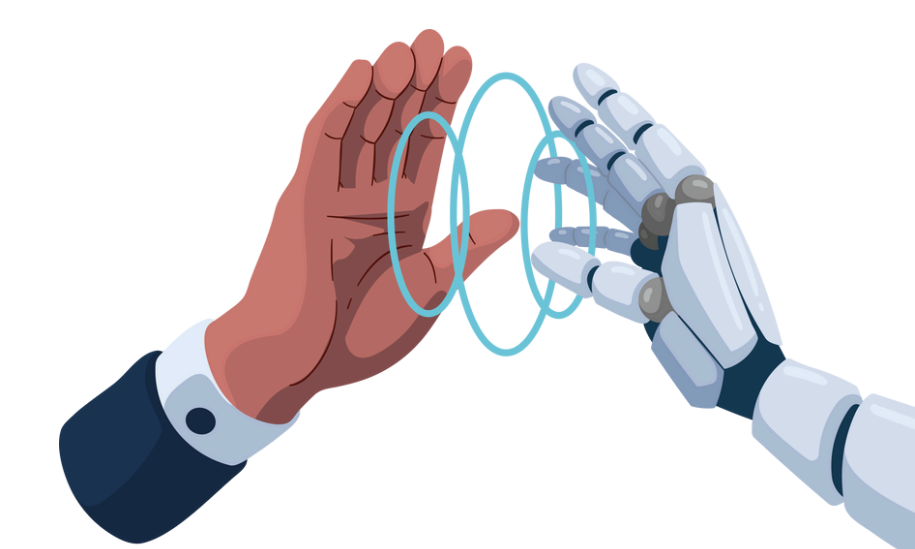


Quizzes with limited start times are restrictive for my schedule. – Zac, International Relations Major

RESULT 3

Balancing Openness and Responsible Use of AI Tools

- Participants used AI for brainstorming, summarizing, and generating outlines.
- Benefits recognized, but concerns about reliance, originality, and academic honesty.
- Preference aligned with Khlaif et al. (2024) for controlled, responsible AI integration under clear guidelines



AI tools are helpful but we still need to think critically ourselves. – Joseph, Philosophy and Politics Major

CONCLUSION

Educational institutions should adopt creative, practical assessment approaches to enhance real-world competencies. Timely and specific feedback, coordinate assessment schedules, and develop ethical frameworks for AI integration is recommended. Engaging educators and students in co-designing assessment and AI integration policies will be essential to create inclusive learning environments.

References:

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- Khlaif, Z. N., Ayyoub, A., Hamamra, B., Bensalem, E., Mitwally, M. a. A., Ayyoub, A., Hattab, M. K., & Shadid, F. (2024). University teachers' views on the adoption and integration of generative AI tools for student assessment in higher education. *Education Sciences*, 14(10), 1090. <https://doi.org/10.3390/educsci14101090>