

Transformation of Assessment Design and Curriculum in the Digital Era

Teaching and Learning Centre
Lingnan University

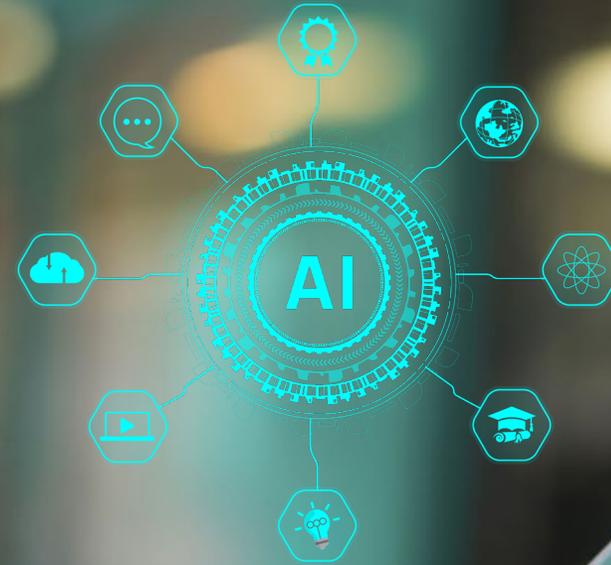
7 January 2026



Speakers Today:

Who we are

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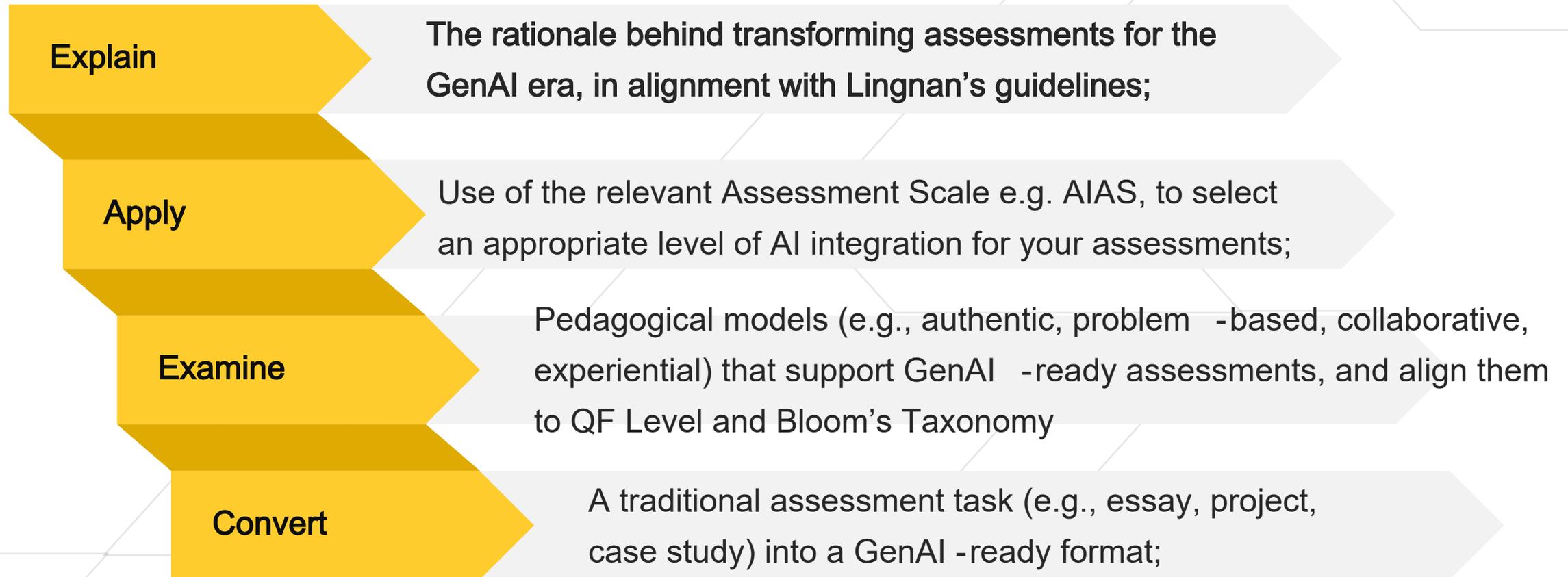
Workshop Overview

- 1 **Recap**
Overview of Lingnan's guidelines for using GenAI.
- 2 **The Why**
The need for GenAI-Ready Assessments.
- 3 **The Framework and Pedagogies alignment**
- 4 **The How**
Discuss pedagogical models and strategies to convert traditional assessments into GenAI -ready formats.

- ④ Designing effective prompts with **GenAI tools**, aligned with CILOs, emphasising critical evaluation, reflection and context-specific applications.
- ④ **IDEAL-Gen.AI platform and other Tools:** Overview of key features and functionalities.
- ④ Wrap-up and Q&A.

Intended Learning Outcomes (ILOs)

By the end of this workshop, participants will be able to:



Quick Recap: Lingnan GAI Guidelines



Teaching staff can incorporate GAI into course design, learning activities, assignments, and assessments in line with outcome-based assessment, teaching, and learning principles”

“...students are allowed to use GAI tools to assist them in preparing assignments, assessments, and other educational practices”



“Teaching staff should inform students at the beginning of the course, in the syllabus, or in other written formats that GAI tools are not permitted (for use by students).”

“...students must declare the use of GAI tools or other GAI technologies in their assignments and assessments.”



An Intellectual Revolution

Digital Liberal Arts Transformation

Lingnan University's Strategic Response to Artificial Intelligence

In an era where Generative Artificial Intelligence (GenAI) is reshaping the landscape of higher education, Lingnan University (Lingnan) stands at the forefront of a bold educational transformation. This presentation explores our comprehensive four -dimensional framework for integrating artificial intelligence while preserving and enhancing the core values of liberal arts education.

- Joe S. Qin, President, Lingnan University and
Wai Kee Kau Chair Professor of Data Science



Strategic Vision: Four Dimensions

Lingnan University's comprehensive framework addresses the AI challenge through an integrated approach that balances innovation with our foundational educational values.

(abstract from the presentation by President Joe S. Qin)



I. Revolution (Transformation) of Instructional Methods via AI

Adoption-First policy, AI-assisted assessment systems, and world-class computing infrastructure transform how we teach and evaluate.



III. Digital Renewal of Curricular

New School of Data Science, mandatory AI literacy courses, and innovative interdisciplinary majors.



II. Prioritisation of Irreplaceable Human Skills

Cultivating critical thinking, creativity, empathy, and service leadership that AI cannot replicate.



IV. Critical Integration Of Value Systems Grounded In Human Judgment And Cultural Heritage

Philosophical frameworks, cultural heritage preservation, and humanitarian technology applications.

Dimension I: Revolution (Transformation) of Instructional Instructional Methods via AI

01 Adoption-First Policy

In August 2023, Lingnan became one of the first universities to provide free, campus-wide access to ChatGPT and DeepSeek. Rather than banning AI tools, we embrace them as pedagogical partners, ensuring all students have equitable access to cutting-edge technology.

02 Leverage UGC Support e.g. IDEAL GEN-AI, GAAS System

Our Generative AI-Assisted Assessment System (GAAS) and IDEAL GEN-AI revolutionise development and feedback loops. By combining AI-powered preliminary assessment with human validation, we deliver rapid, personalised feedback while maintaining academic rigour and teaching authenticity.

03 HPC Next Infrastructure

World-class high-performance computing facilities enable deep learning research, advanced data analysis, and computational humanities projects.

Note – 01 and 03 are not led by TLC

Dimension III: Digital Renewal of Curricular

New Programmes , Courses & Revisions

Establishment of the School of Data Science

New Programmes and Courses

E.g. All Year 1 students complete foundational GenAI training, expansion of TPg programme offerings, 48 as of Jan 2026

New major, minor, and course revisions

Interdisciplinary Majors

New programmes in Creative Media Industries, Animation & Digital Arts, and Social Data Science bridge technical and humanistic domains.

Support by TLC

Review of new programmes and courses, in particular OBATL

Programme and Course planning support

Professional Development Programme, workshops, self-paced learning e.g. LinkedIn, and induction programmes for newly joined staff and RPG students

Teaching and Development Grant – double the total \$ for 2025 -28

Support for various new teaching tools

Group Activity

Have a sandwich and drink

The Need for Alternative Assessment

In the rapidly evolving landscape of higher education , with the widespread use of Generative Artificial Intelligence (GAI), traditional assessment methods , such as **written reports** , are facing new challenges .

Example – Distribution of Assessment Type among UG Capstone Projects

Assessment Types	Attendance; Participation ; Engagement; Preparedness	e-Portfolio	Reflection; Peer review	Assignments; Case study	Project Planning (e.g., proposal report, presentation, exercises)		Interim /Progress (e.g., report, presentation)		Final Presentation		Final Report/Paper		Exam	Product (e.g., art piece, curation, prototype)
					Individual	Group	Individual	Group	Individual	Group	Individual	Group		
Collaboration methods	Individual	Individual	Individual	Individual	Individual	Group	Individual	Group	Individual	Group	Individual	Group	Individual	option*
ENG4301					20%						80%			
CMI4002	20%				10%		20%				50%			
CMI4006	20%				20%						60%			
CUS4001						20%		10%		30%		40% ⁺		
FVA4302	20%				10%		20%				50%			
HST4302											100%			
PHI4001	15%		10%				25%				50%			
PHI4301											100%			
TRA4325											100%			
CHI4301					20%						80%			

Challenges

A. Specifically, what should be assessed in the GAI era?

There is a growing concern about whether current assessments can evaluate desired competencies . *For instance, the ability to effectively use GAI tools has become an important aspect of GAI literacy*

(O'Dea et al., 2024), a dimension that traditional assessments may not capture.

B. The enforcement of assessments is another challenge

Specifically, **how learning outcomes should be assessed**. The use of GAI tools, such as ChatGPT and DeepSeek, obscures the line between students' learning growth and GAI outputs.

This concern is substantiated by a large-scale survey across 28 countries reporting that more than half of the faculty members believe current assessment methods require significant changes (Digital Education Council, 2025).

C. Verifying students' ethical GAI use for assessments may bring an additional burden for instructors .

Due to the unclear line between students' effort and GAI output, instructors need to differentiate them and monitor students' compliance with ethical GAI, diverting away from teaching itself .

While the traditional written report for team projects in university courses has many values, such as building writing skills and team discussion, the drawback is amplified by the popularity of GAI use.

*Thus, we introduce two alternative assessments to written reports: **interactive verbal presentation (e.g. for summative assessment) and critical case study (e.g. for formative assessment)***

HOW?

Converting Traditional Assessments to GenAI -Ready Formats

Group debrief



Traditional assessments (e.g., essays, reports) prone to AI misuse (e.g., ChatGPT-generated content).



GenAI-ready assessments in alignment with Learning Outcomes, Graduate Attributes (and others)

Conceptual Framework

The AI Assessment Scale (AIAS) Framework

AIAS Level	Description	Example	Learning Theory
No AI	Prohibits AI usage to build foundational knowledge.	Fact-based quiz.	Behaviourist
AI Assistance	AI aids in brainstorming and summarising.	AI generates an outline; students expand.	Cognitivist
AI Collaboration	Students and AI co-create; analysis and evaluation required.	AI drafts content; students revise for accuracy.	Constructivist
AI Agency	Students direct AI to produce content, then critically assess outputs.	AI simulates a case; students analyse and plan.	Connectivist
Full AI	AI creates content; students focus on prompt engineering and critique.	AI generates a report; students critique and improve.	Transformative

Table adapted from Perkins et al. (2024)

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment. *Journal of University Teaching and Learning Practice*, 21(6), 49-66.

Pedagogical Models for GenAI -Ready Assessments

Key Pedagogical Models:

Model	Focus	Application in CCC8013 GenAI -Ready Assessments (Hong Kong Context)
Authentic Learning	Applying knowledge to real-world contexts	Critique AI report on HK air quality; propose local solutions.
Case-Based Learning	Analysing real-world case studies	Evaluate AI-generated case on HK diabetes; propose evidence-based interventions.
Collaborative Learning	Joint knowledge construction through group work	Use GenAI to draft a policy brief on HK recycling; critique as a group.
Experiential Learning	Learning through reflection on experiences	Reflect on GenAI-simulated interviews with HK scientists; integrate personal insights from local science fairs.
Problem-Based Learning	Addressing complex real-world issues	Refine AI-drafted solutions for HK's urban heat island effect using local climate data.

How about other Universities e.g. The University of Sydney

Quote from
Adam Bridgeman, Ruth Weeks and Danny Liu,
2024

- ✦ If we do not change our assessments to align them with the capabilities of generative AI, our degrees will be easier to pass and we will have failed to prepare our students for their future . (Adam Bridgeman, Ruth Weeks and Danny Liu, 2024)

The two -lane approach to assessment

Proposed assessment categories and types for **secured** assessments (Lane 1) (Bridgeman et al., 2024)

- Teachers have great or full control of students in using GAI Tools

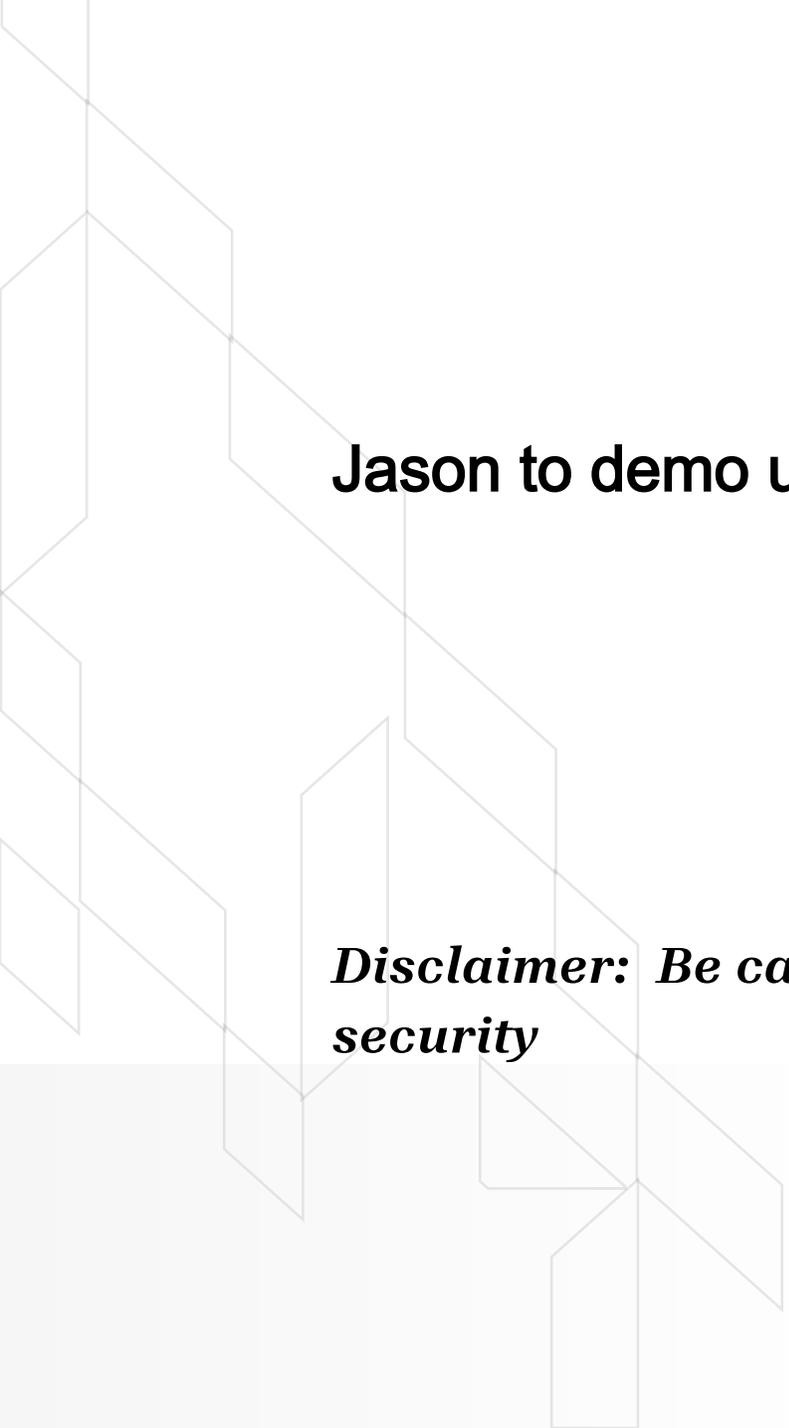
Category	Assessment types
Final exam – secured	Written exam Practical exam Oral exam
In-semester test – secured	Written test Practical test Oral test
In class – secured	Interactive oral Practical or skills test In person practical, skills, or performance task or test In person written or creative task Q&A following presentation, submission or placement
Placement, internship, or supervision	Peer or expert observation or supervision In person practical or creative task Clinical exam

The two-lane approach to assessment

Proposed assessment categories and types for **open** assessments (Lane 2) (Bridgeman et al., 2024)

- Teachers have less control over students' use of GAI Tools

Category	Assessment types
Practice or application – open	In-class quiz
	Out of class quiz
	Practical skill
Inquiry or investigation – open	Experimental design
	Data analysis
	Case studies
	Research analysis
Production and creation – open	Portfolio or journal
	Performance
	Presentation
	Creative work
	Written work
Discussion – open	Dissertation or thesis
	Debate
	Contribution
	Conversation
	Evaluation



Jason to demo using Open -platform AI to revise assessment

Disclaimer: Be cautious to use any Open-AI on potential bias and data security

👋 Hey there, Welcome to IDEAL-Gen.AI!

Revolutionizing Education with AI-Powered Instructional Design!

Unleash the power of Instructional Design Enhanced Active Learning through Generative Artificial Intelligence (IDEAL-Gen.AI). Our cutting-edge AI-powered chatbot platform is here to transform the way educators engage with learning design and instructional content creation. Use IDEAL-Gen.AI to instantly generate high-quality personalized bespoke learning activities, lesson plans and assessment tasks in seconds.

Generate Learning Activity



Generate Lesson Plan



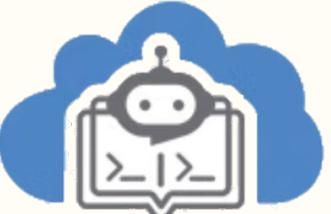
Generate Assessment Task



<https://www.ideal-gen.ai/>



IDEAL-Gen.AI



IDEAL-Gen.AI



<https://dashboard.ideal-gen.ai/>



IDEAL-Gen.AI

K

- Home
- Dashboard
- Generate Learning Activity
- Generate Lesson Plan
- Generate Assessment Task

Try Now



AI-Powered Learning Activity Generator

Effortlessly create personalized, dynamic learning activities tailored to your students' needs, designed to promote active learning and interactive engagement.

Generate Learning Activity

Try Now



AI-Powered Lesson Plan Generator

Rapidly generate custom-tailored and bespoke lesson plans that align with your unique teaching style and preferences, designed to drive student engagement and advance learning acceleration.

Generate Lesson Plan

Try Now



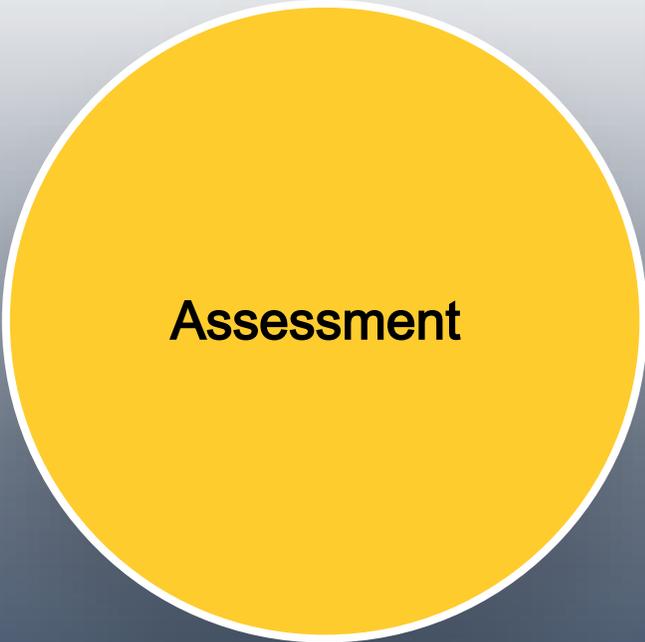
AI-Powered Assessment Task Generator

Create customized high-quality assessment tasks with ease, specifically tailored to maximize student learning, resulting in improved academic performance and learning outcomes.

Generate Assessment Task

Example Conversion

(SCE4002 - : Capstone Project - Junior Research Project)



Assessment

1

AI Literacy Brief:

Use GenAI (e.g., ChatGPT) for a 600-word project concept in sports event management.

2

AI-assisted Literature Review:

Compile an annotated bibliography (8–12 key sources) in their chosen topic area in sports event management.

3

Research Design and Methods Justification:

Submit a 1,500–2,000-word research design document including refined research questions or hypotheses.

4

Video Presentation:

Create a 3-min video summarising critique, insights and visuals of the project.

5

Reflection:

Write a one-page reflection on GenAI's role, limitations, and ethical use (e.g., cite "Generated by ChatGPT, Sep 2025").

Steps for Designing GenAI Prompts

Steps for Effective Prompts:

Define Structure:

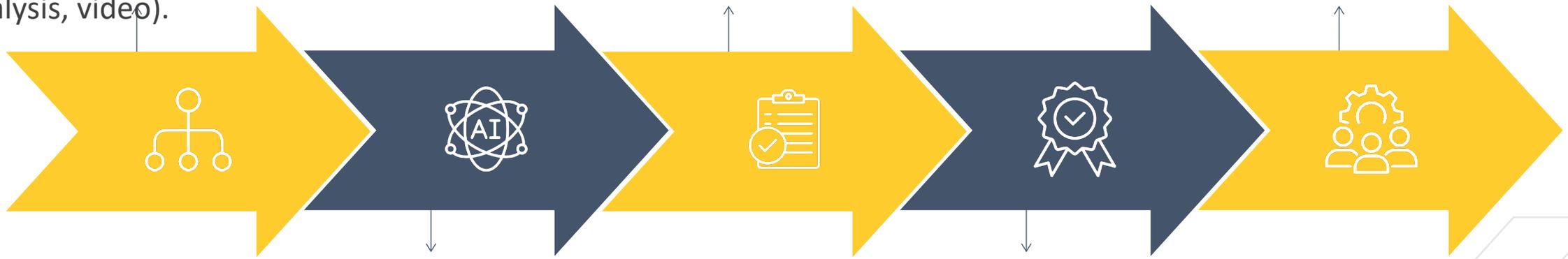
Outline tasks with AI drafts, evaluation, reflection and original outputs (e.g., revised analysis, video).

Incorporate Collaboration:

Include peer feedback or group tasks for collective synthesis.

Test & Refine:

Pilot prompts with AI tools to ensure relevant outputs, avoiding vague responses.



Embed Critical Reflection:

Require analysis of AI outputs for accuracy/biases and reflection on AI's ethical role.

Align with Pedagogy:

Support authentic, experiential, inquiry, problem-based learning.

Key Benefit: Ensures ethical, engaging and outcome-based aligned GenAI assessments.

Introduction to IDEAL.Gen.AI

Intuitive Content Creation: Specify criteria across extensive filtering options such as subject discipline, area of study, degree level, technology use, class size, activity size, learning space) using intuitive UI with dropdowns and checkboxes

Fully Editable Prompts: Automatically generated based on selected criteria

AI-Generated Rubrics: Comprehensive rubrics with criteria, levels of performance, scores and descriptors

The screenshot displays the IDEAL.Gen.AI interface. On the left is a sidebar with navigation options: Home, Dashboard, Generate Learning Activity, Generate Lesson Plan, and Generate Assessment Task. The main area is divided into several sections:

- Filters:** A grid of dropdowns and checkboxes for DISCIPLINE (Mathematics), LESSON CONTENT (Introduction to Algebra), USE OF TECHNOLOGY (Technology-enabled), DEGREE LEVEL (Undergraduate), CLASS SIZE (100+ students), ACTIVITY SIZE (Large group > 10), PREPARATION TIME (Less than 10 minutes), LEARNING SPACE (Lecture theatre), PHASE OF SESSION (Pre-class), and ACTIVITY DURATION (Less than 10 minutes). Below these are sections for PEDAGOGICAL LEARNING MODEL (with checkboxes for Authentic, Problem-based, Inquiry-based, Collaborative, and Other learning) and LEARNING OBJECTIVE (with checkboxes for Remember, Apply, Evaluate, Understand, Analyze, and Create).
- Prompt Editor:** A text area with a rich text toolbar containing icons for Bold, Italic, Underline, Text Color, Background Color, and Link. The prompt text reads: "Generate an elaborate and detailed learning activity plan that adheres to the following criteria: Discipline: **Mathematics** Area of Study: **Introduction to Algebra** **Technology-enabled: recommend an appropriate technology that complements the learning activity and provide a detailed set of instructions on how this technology will be integrated into the activity.** The activity is to be designed specifically for **Undergraduate** students. The activity must be suitable for a class size of **100+ students** students. The activity must be suitable for an activity size of **Large group > 10**. The instructor's preparation time for the activity should be **Less than 10 minutes**." A "Generate Learning Activity" button is at the bottom.
- Generated Learning Activity:** A card titled "Collaborative Problem-Based Learning with Peer Assessment Using Canva" with a title and description, learning objectives, and a list of tasks.
- AI-Generated Rubric:** A table with columns for Criteria, Level 1 (Unsatisfactory), Level 2 (Developing), Level 3 (Proficient), Level 4 (Advanced), and Level 5 (Excellent). The criteria listed are Understanding Linear Equations, Solving Linear Equations, Applying Problem-Solving Techniques, and Analyzing Solutions. Below the table are buttons for Copy, Download Pdf, Download Word, Regenerate, and Share.

Pedagogical Integration: Apply pedagogical learning models for enhanced learner interaction and engagement

Contextually Relevant Outputs: Advanced AI models generate high-quality, discipline-specific outputs, ensuring no generic results

Resource Sharing: Enable educators to share AI-generated resources

GENERATIVE AI ASSESSMENT SYSTEM (GAAS)

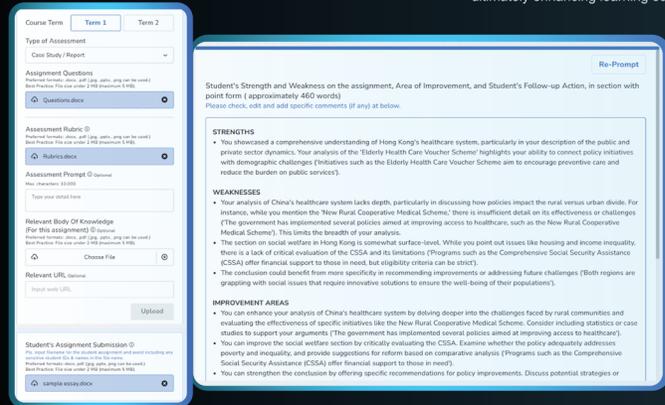
Welcome to the **Generative AI Assessment System (GAAS)**, an innovative tool designed to streamline and enhance the assessment process for educators in a diverse university environment. This system integrates Generative Artificial Intelligence (G-AI) to assist with various types of assessments, including group projects, case studies, research projects, long and short-answer questions, quizzes, and a range of reports (e.g., Reflective Capstone and Service Learning).

GAAS is tailored to accommodate the diverse needs of university programs, fostering an inclusive approach to assessment that supports varied learning styles and promotes a personalized learning experience for all students.



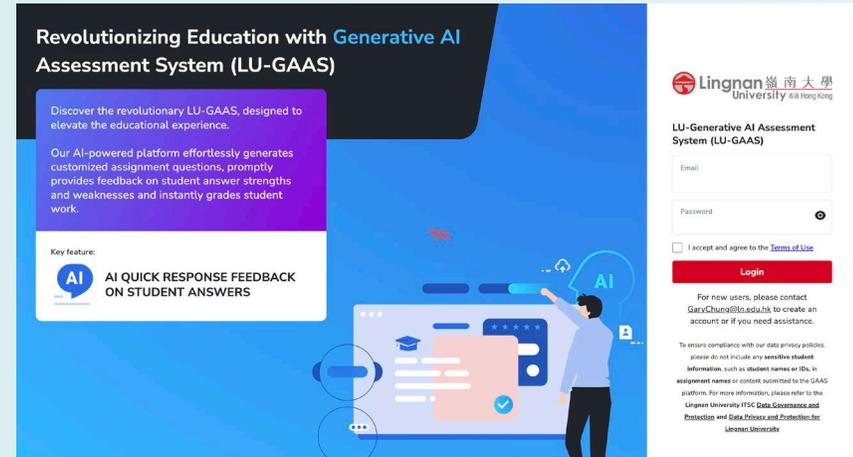
PURPOSE AND BENEFITS

GAAS is to leverage artificial intelligence to improve the course assessment process. This tool aims to streamline feedback generation, enhance student engagement, and promote critical thinking through various functionalities. By integrating AI into assessment practices, educators can provide more personalized, timely, and effective support to students, ultimately enhancing learning outcomes.

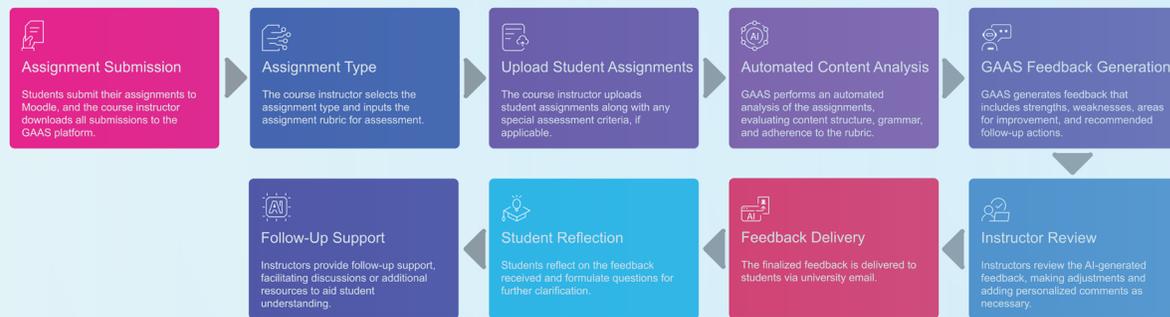


- Improved Feedback Quality**
AI-generated feedback is timely, specific, and relevant, helping students understand their performance better.
- Encouraged Critical Thinking**
Higher-order questions stimulate student engagement and promote a deeper understanding of concepts.
- Data-Driven Insights**
Performance analytics help educators make informed decisions about instructional strategies and curriculum adjustments.
- Personalized Learning Experiences**
Tailored recommendations enhance student learning by addressing individual needs and preferences.

Generative AI Assessment System (GAAS)



Workflow for Fast Feedback for Assignment



Acknowledgements and Disclaimers

The Generative AI Assessment System (GAAS AI) is an innovative initiative funded by the University Grants Committee (UGC) through the Fund for Innovative Technology-in-Education (FITE). This program aims to enhance educational practices across universities by promoting the adoption of technologies, including generative AI. The overarching goal is to transform pedagogies, enrich student learning experiences, and foster digital competency. In 2024, the Teaching and Learning Centre at Lingnan University successfully secured funding from FITE to advance these objectives.

Privacy Risks: The use of the GAAS tool may involve potential privacy and data security risks. We advise all users to exercise caution and remain aware of these risks. To enhance user safety, starting August 12, 2025, all GAAS Fast Feedback templates and processes will no longer include Student ID and Student Name, in alignment with the ITSIC Information Security Policy.

Data Migration: All data collected by the GAAS will be permanently deleted and will not store in the GAAS system after used.

Bias: Users are advised to note that information produced by GAI Tools may contain distorted or incorrect information.

Demonstration



GAAS Portal



Workflow for Fast Feedback for Assignment



Revolutionizing Education with Generative AI Assessment System (LU-GAAS)

Discover the revolutionary LU-GAAS, designed to elevate the educational experience.

Our AI-powered platform effortlessly generates customized assignment questions, promptly provides feedback on student answer strengths and weaknesses and instantly grades student work.

Key Features:
AI QUICK RESPONSE FEEDBACK ON STUDENT ANSWERS



LU-Generative AI Assessment System (LU-GAAS)

Email: _____
Password: _____

I consent and agree to the Terms of Use

Login

For new users, please contact [Sara Chan](#) if you are unable to create an account or if you need assistance.

To ensure compliance with our data privacy policies, please do not include or provide student information, such as student names or IDs, in assignment questions or student answers on this platform. For more information, please refer to the original document: [The Data Protection and Privacy and Data Retention Statement for the Learning Objectives](#)



Course Title
HSM3001 Health and Social Management

Course Background / Description Information ⓘ
Max. characters: 10,000

This course aims to introduce and compare welfare and healthcare policies in Hong Kong and mainland China. It will discuss five traditional social policy areas (security, education, housing, employment and health) and also examine contemporary issues on ageing in place and community care support for older people. It will critically analyse how socio-economic factors shape policy developments in the two societies. The course also will compare the similarities and differences of social and health policies between Hong Kong and China.

Course Background/Description Information

-and (optional)-
Copy and paste the "Learning Outcomes" and "Objectives," or upload the relevant section as a DOCX, PDF, JPG, PPTX, or PNG file using the "Choose File" option.

Choose File

Learning Objectives & Outcomes ⓘ
Max. characters: 10,000

AIMS:
1. Introduce students the development of social policies in the areas of social security, education, housing, employment, health, and community care services in Hong Kong and China.
2. Lead students to explore and analyse key factors that shape social and healthcare policies in the two societies.
3. Equip students with essential skills for searching materials and critically analysing the similarities and differences of social and healthcare policies in the two societies.
4. Provide opportunities for students to understand a specific...

Learning Objective & Outcomes

-and (optional)-
Copy and paste the "Learning Outcomes" and "Objectives," or upload the relevant section as a DOCX, PDF, JPG, PPTX, or PNG file using the "Choose File" option.

Choose File

Indicative Content ⓘ Optional
Max. characters: 10,000

Indicative Content: 1. Concepts and approaches to social and healthcare policies 2. Comparing policies: approaches and case studies. 3. Historical development of social and healthcare policies in Hong Kong and China 4. Social security and poverty 5. Housing and living quality 6. Education and social mobility 7. Employment and labour protection 8. Healthcare policy 9. Ageing in place and community care services

Indicative Content

Course Assessment Evaluation Requirement Customization (Pre-generated for user's input & comment)
You can customize and add additional evaluation criteria on different sections to improve the accuracy of the AI-generated assessment. Max. characters: 10,000

Course Assessment Evaluation Requirement Customization (Pre-generated for user's input & comment)

Evaluate the Assignment: Carefully read the student's submission, assessing it based on the course learning objectives related to understanding and analyzing social and healthcare policies in Hong Kong and China, as well as their ability to present policy issues clearly and systematically.

Identify Strengths: Highlight areas where the student demonstrated a strong understanding of the key features and development of social and healthcare policies in Hong Kong and China. This could include well-researched and accurate information, effective use of relevant policy terminology, or clear explanations of policy concepts and their implications. Pls. give the reference to student assignment mentioned the strength. Pls. give citation or reference to the assignment paper. Have show and have a reference case study

Reset Clear

Save

Logout

⏪

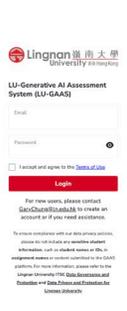
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Our AI-powered platform effortlessly generates customized assignment questions, promptly provides feedback on student answer strengths and weaknesses and instantly grades student work.

Key Features:

- AI QUICK RESPONSE FEEDBACK ON STUDENT ANSWERS






GAAS USER 3001
Asia-Pacific Institute of Ageing Studies

Fast Feedback (Assignment)

Course Information

- Short Question
- Long Question
- Case Study / Report
- Project and Research
- Multiple-Choice Questions

HSM3001 Health and Social Management
2024 - 2025

Assignment Name

Assignment One

Course Term: Term 1 Term 2

Type of Assignment

Assignment Questions
Preferred formats: .docx, .pdf (jpg, .pptx, .png can be used.)
Best Practice: File size under 2 MB (maximum 5 MB)

Assignment Questions

Assessment Rubric
Preferred formats: .docx, .pdf (jpg, .pptx, .png can be used.)
Best Practice: File size under 2 MB (maximum 5 MB)

Assignment Rubric

Assessment Prompt Optional
Max. characters: 10,000
Type your detail

Assessment Prompt (optional)

Relevant Body Of Knowledge Optional
(For this assignment) Optional
Preferred formats: .docx, .pdf (jpg, .pptx, .png can be used.)
Best Practice: File size under 2 MB (maximum 5 MB)

Relevant Body of Knowledge

Relevant URL Optional
Input web URL

Upload

Token used (In, Out) Time used
863 (725, 138) 3.83s

Student's Assignment Submission

Chen_Tai_Man.pdf
Preferred formats: .docx, .pdf (jpg, .pptx, .png can be used.)
Best Practice: File size under 2 MB (maximum 5 MB)

Upload Assignment

88883

GENERATOR **Prompt**



Redesign of Team Project Report

Interactive Verbal Presentation (e.g. for Summative Assessment)

Interactive verbal presentations require students to (1) verbally present their project content and (2) interact with instructors and/or peers in real-time during their presentations.

In this way, students can articulate their ideas verbally and respond to questions from instructors and/or peers. The project team can also ask pertinent questions to another team in turn, fostering their ability to ask relevant questions. The verbal presentations described here are designed as summative assessments focusing on students' comprehensive understanding of what they have learned, rather than on a specific scenario.

Interactive Verbal Presentation (e.g. for Summative Assessment)

Yet, instructors could also consider scenario-based (Sotiriadou & Logan-Fleming, 2025), which typically does not function as exams, but is workable with modification of rubrics.

Interactive Verbal Presentation (e.g. for Summative Assessment)

Example of applying interactive verbal presentation in a LU course—

Assessment description: Each team is required to research a policy issue within their chosen topic (e.g., global sustainability, international higher education, ageing-friendly societies) and develop a policy proposal as their final assessment.

In addition to a written report, project teams are required to deliver an interactive verbal presentation to explain their arguments and defend their proposed policy to the instructor and/or peers at XXXX.

Critical Case Study (e.g. for Formative Assessment)

Critical Case Studies emphasise the development of students' critical thinking skills by having them analyse authentic cases derived from real-world scenarios and respond to instructors' and/or peers' critical questions (which aligns with our development of Graduate Attributes).

Two key elements are involved:

**(1) critical analysis, which demonstrates students' deep thinking, and
(2) real-world cases with rich context, which cannot be easily addressed by GAI when students prepare for this assessment.**

In this way, course instructors can redesign assessments to mitigate over-reliance on GAI and encourage true learning growth.

Critical Case Study (e.g. for Formative Assessment)

Example of using a critical case study in business courses.

Assessment description: Each team is required to analyse an authentic business case to compare the effectiveness of the 4 Ps (Product, Price, Place, and Promotion) for two fast-moving consumer goods in the mainland China or Hong Kong market. Their analysis must be evidence-based and pinpoint practical areas for improvement.

Teams are required to present their critical analyses during the term (rather than at the end), applying concepts learnt throughout the course, conducting research to gather evidence, and supporting their suggestions with well-reasoned, contextualised justifications.

Benefits of the two alternative assessments

Promote Authentic Learning with GAI

Through interactive verbal presentations and critical case studies, students need to thoroughly understand their project content to effectively respond to instructors' and/or peers' spontaneous questions and critically analyse real-world cases. In this way, students' learning remains authentic.

Moreover, while students are allowed to use GAI tools to prepare for their assessments, the interactive verbal presentation and critical case study require them to demonstrate what they have learned in class and synthesised after using GAI tools, thus striking a balance between using GAI and over-relying on it.

Benefits of the two alternative assessments

Enrich Feedback

During interactive verbal presentations, students receive real-time feedback from instructors and/or peers, as opposed to the delayed feedback typical of written reports.

This immediacy is advantageous in addressing students' misconceptions or gaps in understanding as they arise, thereby providing a more engaging learning experience (Akavova et al., 2023).

The use of Feedbackfruits at Moodle or other tools can also facilitate peer feedback.

Benefits of the two alternative assessments

Develop “Graduate Attributes” and employment skills

Apart from disciplinary learning outcomes (e.g., theoretical knowledge), interactive verbal presentations and critical case studies also facilitate students’ development of graduate attributes.

For instance, Lingnan University listed “digitally literacy”, “skilled communicator”, and “critical and analytical”, among others, as its graduate attributes.

Through interactive verbal presentations and critical case studies, students can develop their GAI literacy, verbal communication skills, critical thinking and analytical skills, which foster the above-mentioned graduate attributes.

Graduate attributes: <https://www.ln.edu.hk/about-lu/lingnan-s-quality-education/graduate-attributes>

Yoodli

Due to student privacy concerns, please request the Yoodli report from us.

[Sample Speeches](#)

Group Activity

- 01 In groups of 3-4, select a traditional assessment from your course (e.g., essay, case study, report).
- 02 Choose one AIAS level (e.g., AI Collaboration or AI Agency) from the AIAS framework.
- 03 Discuss how to transform the assessment into a GenAI-ready format, incorporating:
 - A specific pedagogical model (e.g., problem-based, collaborative, authentic).
 - Higher-order skills (e.g., analysis, synthesis, evaluation)
 - A Hong Kong-specific context
- 04 **Group debrief:** One volunteer from each group to share with the class.

Example:

Convert a 500-word essay on Hong Kong's air pollution into an AI Collaboration task where students analyse an AI-generated 300-word draft, propose solutions using local data and reflect on AI's ethical use (200 words).

Example Conversion

(SCE4002 - : Capstone Project - Junior Research Project)



Traditional Assessment

Task:

Write a 500-word essay evaluating the scientific claims in a video (e.g., “You May Never Eat Fruit Again” by Dr. Eric Berg DC).

Focus:

Content accuracy, evidence-based arguments, written structure.

GenAI-Ready Assessment Strategies

Purpose:

Shift from product to process with GenAI integration.



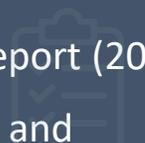
Traditional Assessment:

Progress Report (30%), Final Report (70%), prone to AI-plagiarism and misuse



GenAI-Ready Assessments and Weighting:

- ✓ Research Project Scoping + AI Use Plan (15%)
- ✓ Literature Review with AI-assisted Drafts and Critical Evaluation (25%)
- ✓ Research Design & Pilot Study Progress Report (20%)
- ✓ Final Research Proposal + AI Use Portfolio and Reflection (40%)



Wrap-Up and Q&A

Main Takeaways:

- 01 GenAI-Ready Assessments:**
Promote academic integrity and higher-order skills (analysis, synthesis) emphasis on process over product (e.g., drafts, critiques, reflections);
- 02 AIAS Framework:**
Guides ethical AI integration ((No AI to Full AI), aligning with Bloom's Taxonomy for AI literacy (Perkins et al., 2024);
- 03 Pedagogical Models:**
Authentic, problem-based, experiential, collaborative learning enhance context-specific assessments;
- 04 Use of relevant Tools:**
IDEAL GEN-AI, GAAS, YOODLI, others



Align with Learning
Outcomes;
Enrich Graduate Attributes;
Ensure Ethical AI use.



Thank You

