AI proof assignments

How to AI-proof an assignment?

Adapt the assignment(format)

- Prevent students from using publicly available information/online information
    - Try to ensure that the assignment is highly context-specific, specific to a particular situation, in order to prevent GenAI from simply generating existing information (available online).
    - Use personal experiences (of yourself or of your students) in the assignment (e.g. links to your personal life or to the personal life of your students, links to personal situations, links to discussions or conversations held during contact moment, links to questions you posed about the material during a contact moment or links to issues discussed in class). As long as this personal info is not available online, GenAI cannot use it to generate information.
    - Construct the assignment around self-generated data or input, so that is not publicly available.
    - Ask questions around hypothetical situations that are not includes in the AI's dataset.
- Normally, AI only has information up to (approximately) 2023 (so far). So, work with recent context, figures, cases, problems, and so on. Use very recent situations, facts, and concepts.
- Change assignment format and/or evaluation method as follows:
    - Use an assignment format that cannot (yet) be created with most GenAI tools (e.g., video, academic poster,…). However, take note that GenAI may be able to generate these formats in the (near) future.
    - Use discussions, debating, oral reasoning or performance task as a method of evaluation. Since these tasks have to be performed 'live', GenAI cannot help students with this.
    - Variation in evaluation format: using different types of assessments (such as quizzes, short essays, presentations, etc.) makes it harder for AI to generate all the answers. AI is often better at specific tasks, but less good at handling variation.
- Evaluate higher-order skills (problem-solving, creativity, critical thinking, reflection, analysis, interpretation, synthesis, evaluation). As a general guideline, the simpler the task (e.g. summarise, describe, explain), the better the output AI will generate.
- Use portfolio as an assignment format. Because portfolios are often highly contextual and contain unique, personal insights, GenAI finds it difficult to help student with this.
- Have students engage in self-reflection, self-evaluation and peer evaluation, incorporating these elements into the evaluation process. This approach allows for unique, personal insights and (assessment of) higher levels of processing, elements which are difficult to generate using GenAI.

Adapt the assignment process or evaluation process

- Build in additional checks and/or try to get insight into the development process students went through when doing the assignment. Ask students to document their thinking steps and research. Also, consider not only testing the products students produce, but also evaluating the process. So, do not only focus on the end result but also on the process. There are several possibilities to achieve this:
    - Let students produce interim products and/or organize an interim (oral) evaluation or review. By evaluating students regularly, you can better track how well they understand the material. This makes it harder for them to rely on AI alone, as they need to consistently show that they have mastered the material.
    - Let students do an interim and an end presentation
    - Have students orally explain/defend some aspects of the product/ask questions about the product in a 'live' setting (e.g., how did student arrive at that product, what were they thinking when developing/writing it, what sources did they use and why, how did they arrive at a particular argument,…?).
    - Give interim feedback/organize interim feedback session
        - Require students to include this feedback in further versions
        - Have students reflect on how they incorporated feedback
        - Have students evaluate feedback and indicate which suggestions they incorporated, which ones they did not, and why
    - Have students reflect on what they have done concretely and question this (e.g. writing process rather than product).
- Let your students do the assignments during contact moments, in a controlled environment without access to GenAI. For example: let students write an essay without resources (in a classroom, without access to the internet). This can be part of a learning trajectory where students first learn to write good academic texts and then later in the learning process learn to use GenAI to improve this writing process.