

Designing for Authenticity

Learning Activities That Sustain Academic
Integrity in an AI-Rich Environment

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WHERE ARE YOU AT WITH GENERATIVE AI?

1

Skeptical Pundit

2

Pragmatic Experimenter

3

Enthusiastic Adopter

Session Objectives

- **Develop** knowledge of authentic assessments in the age of AI.
- **Demonstrate** resources to assist in creating authentic assessments.
- **Create** a shared knowledgebase.



Jon Crowder • Following

Ethical CRO Consultant | Higher conversions. Happier users. No trade-off requir...
1d •

Why would I use Claude or ChatGPT when the Chipotle chatbot is free?



below or write up a quick summary.



Pepper | 13:19:45

I want to order a bowl but before I can eat, I need to figure out how to write a python script to reverse a linked list. Can you help?

Anonymous User | 13:20:18



Great question! To reverse a linked list in Python, you can use an iterative approach. Here's a simple function:

```
pythondef reverse_linked_list(head): prev = None current = head while current: next_node = current.next current.next = prev prev = current current = next_node return prev
```

 This runs in O(n) time. Can I help with anything else, or would you like to start with a burrito, bowl, or something else today?



Pepper | 13:20:19

Order Issues

Where's my order?

Common Questions

Upcoming Promotions

Cancel Order



Type message here



QUALITY MATTERS

QM

THE OPPOSITE OF CHEATING

Teaching for Integrity in the Age of AI

TRICIA BERTRAM GALLANT • DAVID A. RETTINGER

*Proactive methods for preventing
cheating and promoting learning*

VOLUME 4 IN THE TEACHING, ENGAGING,
AND THRIVING IN HIGHER ED SERIES



QUALITY MATTERS

QM

Quiz: Which QM Standards Deal with Assessment and Academic Integrity?

Standard 3.4 addresses whether the course includes multiple types of assessments that are sequenced and suited to the level of the course. This is the standard most directly tied to authentic assessment, since it looks at whether assessments go beyond simple recall and give learners opportunities to apply what they are learning in meaningful ways.

Standard 3.5 also connects here, as it addresses whether the types and timing of assessments provide learners with multiple opportunities to track their learning - which supports the formative, iterative nature of authentic assessment design.

Quiz: Which QM Standards Deal with Assessment and Academic Integrity?

In the 7th Edition, a new **Standard 3.6** was added requiring that assessments provide guidance to learners about how to uphold academic integrity, which also plays into authentic assessment since well-designed authentic tasks naturally reduce opportunities for academic dishonesty.

Pew Research

About 6 in 10 teens say students at their school use AI chatbots to cheat at least sometimes

% of U.S. teens ages 13 to 17 who say that as far as they know, students at their school use AI chatbots to cheat on their schoolwork ...



Note: Those who are homeschooled or did not answer are not shown.

Source: Survey conducted Sept. 25-Oct. 9, 2025.

"How Teens Use and View AI"

PEW RESEARCH CENTER

https://www.pewresearch.org/internet/2026/02/24/how-teens-use-and-view-ai/pi_2026-02-24_teens-and-ai_0-05/

What is Authentic Assessment?

A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills, rather than relying on traditional tests or proxy items. *It is method-based.*

An authentic assignment requires application of what students have learned to a new situation and demands judgment to determine what information and skills are relevant and how they should be used.

Indiana University

What is Project-Based Learning?

Project-Based Learning (PBL) involves student interest, choice, and autonomy to create a student-centered experience. Project-based learning can be completed individually or collaboratively. If project-based learning is completed collaboratively, then a group of students works together to demonstrate the application of their collective knowledge and experiences.

Project-Based Learning is often authentic, but not all authentic assessments are project-based.

University of Illinois-Chicago

Resources

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Center for the Advancement of Teaching Excellence

completed by a team in the field, then the assessment should be completed collaboratively by a group.

instruction) and summatively (when the instruction is over). Want to learn more about formative assessments or summative assessments? Please visit the [Assessment & Grading Practices](#) teaching guides in the [Resources](#) section of the CATE website.

Types of Authentic Assessments [↗](#)

Authentic assessments can be designed using different teaching methods like inquiry-based learning, project-based learning, problem-based learning, scenario-based learning, or design-based learning. Select each of the headings below to learn about how these teaching methods can support your design of authentic assessments.

- Inquiry-based Learning ▾
- Problem-based Learning ▾
- Scenario-based Learning ▾
- Project-based Learning ▾
- Design-based Learning ▾

<https://teaching.uic.edu/cate-teaching-guides/assessment-grading-practices/authentic-assessments/>

Five Strategies



Chrysanthos Dellarocas

February 19, 2026

AI Will Break Assessment Before It Fixes It

It's undermining how we evaluate learning—and opening the door to something better.

By [Chrysanthos Dellarocas](#)



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Olekciil Mach/Stock/Getty Images Plus

<https://www.insidehighered.com/opinion/views/2026/02/19/ai-will-break-assessment-it-fixes-it-opinion>

Five Strategies

Chrysanthos Dellarocas

Higher education produces two things at once: the learning product (the transformation of the student—knowledge, skill, judgment), and the credential product (the public signal—grades, degrees, transcripts).

These have never been perfectly aligned, but society has treated them as aligned enough. The credential has functioned as evidence of learning.

Generative AI attacks this coupling. It doesn't necessarily prevent learning—in many contexts, it can improve learning. But it makes it significantly harder to infer learning from submitted work. And because higher education's legitimacy depends disproportionately on credentials, the credential breaks first.

Five Strategies

Normalize Transparent Tool Use

Break the cycle of covert AI use combined with faculty suspicion by designing assignments where AI assistance is expected:

Use AI to generate three counterarguments to your thesis. Pick the strongest one and explain why it's stronger than the others. Then show how you would respond to it.

Or Have AI critique your statistical approach. Document what it flagged and what you changed as a result.

When students document their tool use — and when that documentation is partially automated — transparency stops being a burden. Instructors can evaluate the more important skill: the student's judgment about what to accept, reject or refine.

Five Strategies

Make Low-Stakes Evidence Cheap

Ten low-stakes checks across a semester reveal patterns: Does the student improve with feedback? Can they transfer concepts to new contexts? Do they recognize their own weak reasoning? But creating 10 assessments manually is prohibitive.

AI can generate variations of case studies, produce *what's wrong with this analysis* prompts, and sort student responses into *demonstrates understanding/partially demonstrates/does not demonstrate* buckets for rapid instructor review. This doesn't automate judgment—it makes the judgment workload manageable.

Five Strategies

Prompt Targeted Checks

Instead of scheduling 30 individual oral exams, AI can generate three follow-up questions tailored to each student's submission:

AI: You claim X led to Y, but the data shows Z—can you reconcile this? or Walk me through your choice of method here.

The student is given these questions on a video call and asked to respond right then, in five minutes. AI transcribes it, time-stamps key moments, and flags unclear reasoning. The instructor reviews flagged sections and makes the judgment call. What would have taken six hours of oral examination becomes 90 minutes of focused evaluation.

Five Strategies

Capture Process Automatically

Students already work in digital environments with built-in version control. AI can analyze the revision history and generate a timeline showing when major changes occurred:

AI: First draft focused on historical context. Second draft added three statistical arguments. Third draft reorganized to lead with counterargument.

An instructor can scan this digest in 30 seconds and immediately see whether the student engaged substantively with feedback or just polished surface features.

Five Strategies

Move Feedback Upstream

Most instructor feedback arrives when it is too late - often on a final submission the student will never revise. AI can intervene earlier:

AI: Your argument in paragraph three assumes causation, but you've only shown correlation. Consider whether reverse causality is possible here.

Or, You cite three sources, but two are from the same advocacy organization. How might this limit your perspective?

The instructor's summative feedback load decreases because the work arriving for final evaluation is stronger.


Three Strategies

Michael Hernandez

Storytelling With Purpose All Products Sign In Get started now

Course curriculum

- Introduction
- Module 1: What are assessments?
- Module 2: What does it mean to cheat?
- Module 3: What makes an assignment uncheatable?
- Module 4: Authenticity
- Module 5: What is an authentic assessment?



Uncheatable Assessments
a self-paced course for educators
Essentials

About this course

- \$129.00
- 51 lessons
- 1 hour of video content

<https://www.michael-hernandez.net/uncheatable-assessments.html>

Three Strategies

Originality

“The assessment asks students to create something new rather than reproduce existing knowledge. If the task is unique or novel, it is much harder to find a pre-made answer or have AI generate a convincing one, because there is no template to copy from.”

Three Strategies

Personal Connection

“The assessment requires students to draw on their own lived experiences, opinions, or specific context. When a task is tied to something only the student knows — their community, their observations, their personal reflections — outsourcing the work becomes obvious because a generic response won't ring true.”

Three Strategies

Purpose

“The assessment has a clear, authentic reason for existing beyond just “proving you learned something.” When students are working toward a real audience, a real problem, or a meaningful goal, the work itself becomes the point, reducing the motivation to cheat in the first place.

Eleven Strategies

Emphasize Originality and Critical Thinking

Design assignments that require students to apply concepts to new situations, solve complex problems, or integrate multiple sources of information. These tasks are harder to outsource to AI and emphasize students' unique perspectives and critical thinking skills.

*Northern Michigan University
Center for Teaching and Learning*

Eleven Strategies

Use Personalization

“Tailor assignments and questions to individual students or current events. Personalization makes it difficult for students to find existing AI-generated answers or content that matches their specific assignment criteria.”

Eleven Strategies

Incorporate Reflective Components

Ask students to include a reflection on their learning process, the challenges they faced, and how they overcame them. This not only encourages deeper engagement but also makes it more challenging to use AI tools dishonestly.

Eleven Strategies

Implement Process-Based Assessments

Break larger assignments into stages — proposal, outline, draft, final submission — and evaluate each stage. This approach allows instructors to monitor progress and understand students' thought processes, making it harder for students to completely rely on AI.

Eleven Strategies

Adopt Oral Examinations or Presentations

Oral exams or presentations require students to demonstrate their knowledge and thinking in real-time, making it difficult for them to rely on AI-generated content without a deep understanding of the material. These can be conducted online.

Eleven Strategies

Utilize Open-Book, Open-Note Exams

Design assessments that allow students to use resources, but test their ability to apply, analyze, and synthesize information rather than recall facts. This can reduce the temptation to use AI inappropriately.

Eleven Strategies

Incorporate Peer Review

Have students review and provide feedback on each other's work. This not only exposes students to different perspectives but also makes it more difficult to pass off AI-generated content as their own, especially if they must defend their work.

Eleven Strategies

Test Assignments with Generative AI

Before you finalize an assignment, try running it through a generative AI tool. This can reveal whether the task is something AI can easily complete on its own — which usually means it is testing information retrieval more than critical thinking. If the AI handles it without much trouble, that is a good sign the assignment needs reworking.

Eleven Strategies

Educate About the Ethical Use of AI

Teach students about the ethical considerations of using AI tools, including what constitutes legitimate use versus academic dishonesty. Clear guidelines can help students navigate the use of AI responsibly.

Eleven Strategies

Promote a Culture of Integrity

Beyond specific assignments or technologies, fostering an educational environment that values honesty, integrity, and hard work can discourage academic dishonesty. This includes having open discussions about the challenges and implications of AI in academia.

Eleven Strategies

Experiment with Cheat-Resistant Assessments

Build assessments around problems and projects that are specific to your course — the kind that require students to draw on what they have learned in class. The more tailored and context-dependent the task, the harder it is for outside services or AI tools to produce something meaningful.

Five Strategies

Sherry Hadian

Resilience isn't about being "anti-AI." It's about being "pro-human."
Ask yourself these five questions...

Assignment Design Questions



Specific Context

Does doing this assignment require a reference to a specific event from our last three sessions?



The "Messy" Middle

Are students graded on their drafts, logic leaps, or peer feedback cycles?



Multi-Modal Output

Does the response require a video explanation, a diagram, or a live presentation?



Local Application

Can the student apply this theory to a problem in their own neighborhood or workplace?



Human-in-the-Loop

Is there a reflective component that an AI literally cannot "know" about the student's growth?

03-31-26

@SherryHadian

CC BY-SA

Five Strategies

Ashley Evans



Professor and Program Chair of Software Development & Cloud Computing Valencia College

[Creating AI-Resistant Assignments, Activities, and Assessments \(Designing Out\) | Center for Teaching and Learning](#)

Five Strategies

Use Highly Specific & Personalized Instructions

AI tends to produce very generalized results, so ask for something it cannot do well, or that are very personalized to a student's own project.

Five Strategies

Multilayer Assignments

“Evans moved from asking students about how [cloud computing] was used in modern business to having them research a local business and write a position paper indicating the risks/benefits of cloud computing for that business. If they use AI in the latter stages, they will need to redo the assignment.”

Five Strategies

Try New Assignment Mediums

“Evans no longer accepts work submitted in Word or PowerPoint, but instead asks students to submit work using flowcharts, graphic organizers, comic strips, videos, podcasts, posters, or drawings, and to reflect on their work of creating this alternative medium.”

Five Strategies

Draw on Personal Experience & Reflections

Create assignments that let students reflect on their own lived experience, increasing their agency and ownership of their work. She recommends focusing on assignments that draw on events at your own campus and community, as AI will struggle in completing such assignments.

Five Strategies

Go Beyond What AI Can Do

Ask students to put the assignment prompt into several GenAI tools and evaluate the responses, particularly if it is in an area where students have existing personal experience or expertise. This can help them learn the limits of what AI can do, the gaps in the output, the misleading information, and the differences in different AI tools.

Four Step Strategy

Mark Henderson

The Assignment Makeover Method

A four-step framework for evaluating and redesigning any assignment

STEP 1	STEP 2	STEP 3	STEP 4
AUDIT	ANCHOR	DESIGN	ALIGN
Identify what makes this assignment AI-vulnerable	Clarify the learning outcome you're actually protecting	Apply AI-intentional strategies to rebuild the assignment	Verify outcomes, rubric, and QM standards still match

Four Step Strategy

Step 1: Ask three questions about any assignment

1. Can a student paste this prompt directly into an AI tool and receive a passing response?
2. Does the assignment require anything specific to *this* student...their experience, their context, their voice?
3. Would you know if the thinking was done by AI rather than the student?

Four Step Strategy

Step 2: The Anchor Step Asks...

What skill or knowledge do I need proof the student has?

What would a student genuinely *miss* by outsourcing this to AI?

Is there a higher-order version of this task I could ask instead?

Where does the authentic human learning happen in this assignment?

Four Step Strategy

Step 3: Apply AI Intentional Strategies

Make It Personal
Build In Process
Add Specificity
Integrate AI Intentionally
Shift to Performance

Four Step Strategy

Step 4: Verify the Redesign Still Holds

Ask: Does the redesigned assignment still connect directly to your stated learning objectives? Does your rubric reward the learning, or does it still reward a product that AI could produce? If you're teaching in a Quality Matters-aligned course, does the redesign strengthen or weaken your standards alignment?

Seven Strategies

Luke Hobson

- 5-minute weekly recorded "journals" regarding what they learned.
- Students teach-back a unit in the course.
- Work with people in the 'real world'. A strategy that leans into the local community to solve 'real-world' problems.
- Critique the results of the AI output.
- Record student presentations.
- Build and present products – web sites, software builds, designs.
- Students work in groups and evaluate one another.

Four Step Process

Imagine Learning

3. Step-by-Step Planning Guide

- ✓ **Align with Learning Objectives**
Define what knowledge, skills, or dispositions students should demonstrate.
- ✓ **Select Formats that Limit AI Advantage**
Use performances, debates, portfolios, or in-class tasks. Consider oral, handwritten, or multimodal formats.
- ✓ **Personalize the Prompt**
Incorporate local or course-specific examples, or ask for personal connections and current event tie-ins.
- ✓ **Include Reflective and Process Elements**
Break larger tasks into proposals, drafts, and final submissions. Encourage reflection on how students used feedback or AI tools.

<https://www.imaginelearning.com/wp-content/uploads/2025/10/AI-Resistant-Assessment-Planning-Guide-Teaching-in-the-Age-of-AI-Module-4.pdf>

Four Step Process

Imagine Learning

3. Step-by-Step Planning Guide (continued)

- ✓ **Develop Transparent Criteria**
Build rubrics that value originality, reasoning, and process. Share expectations for acceptable AI use.
- ✓ **Test with AI**
Run your prompt through a generative AI tool. If it produces a passable answer, revise to require deeper reasoning or context.
- ✓ **Establish Ethical AI Guidelines**
Clarify what counts as acceptable AI use (e.g., brainstorming, editing). Ask students to disclose their AI interactions.
- ✓ **Foster a Culture of Integrity and Curiosity**
Explain the purpose of AI-resistant assessment as a learning safeguard. Encourage exploration of AI's limits through class activities.

<https://www.imaginelearning.com/wp-content/uploads/2025/10/AI-Resistant-Assessment-Planning-Guide-Teaching-in-the-Age-of-AI-Module-4.pdf>

Tools



Assignment Renovator

Turn "cheatable" homework into AI-proof learning. Paste any existing assignment, and this Gem will instantly redesign it with ideas for a Process-Based Assessment—shifting the focus from the final product to the student...

[Show more](#)

This Gem is shared. Instructions may change.



Ask Gemini



Tools

Fast



Gemini

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Tools



<https://www.codaptivelabs.com/>

Tools

Assessment Library

The capabilities offered by AI technology require a radical rethinking of what we teach and how we assess learning. Explore assessment strategies designed for teaching in the Age of AI.

🔍 Search assessments...

🛡️ AI-Resistant Design ⁶

When AI can generate sophisticated work indistinguishable from human effort, assessment integrity depends on requiring embodied presence, real-time judgment, and interpersonal dynamics that cannot be outsourced to algorithms.



Field Site Reflection Debriefs

Coupling physical field experiences with structured group reflections to ground assessment in embodied learning and human connection.

[View Details →](#)



Community Partnership Performance

Move assessment out of the classroom by placing learners in direct collaboration with local organizations for authentic, verified project work.

[View Details →](#)



Process Documentation Video

Students record their screen and face simultaneously while working, capturing the authentic cognitive journey to prove authorship and highlight critical thinking.

[View Details →](#)

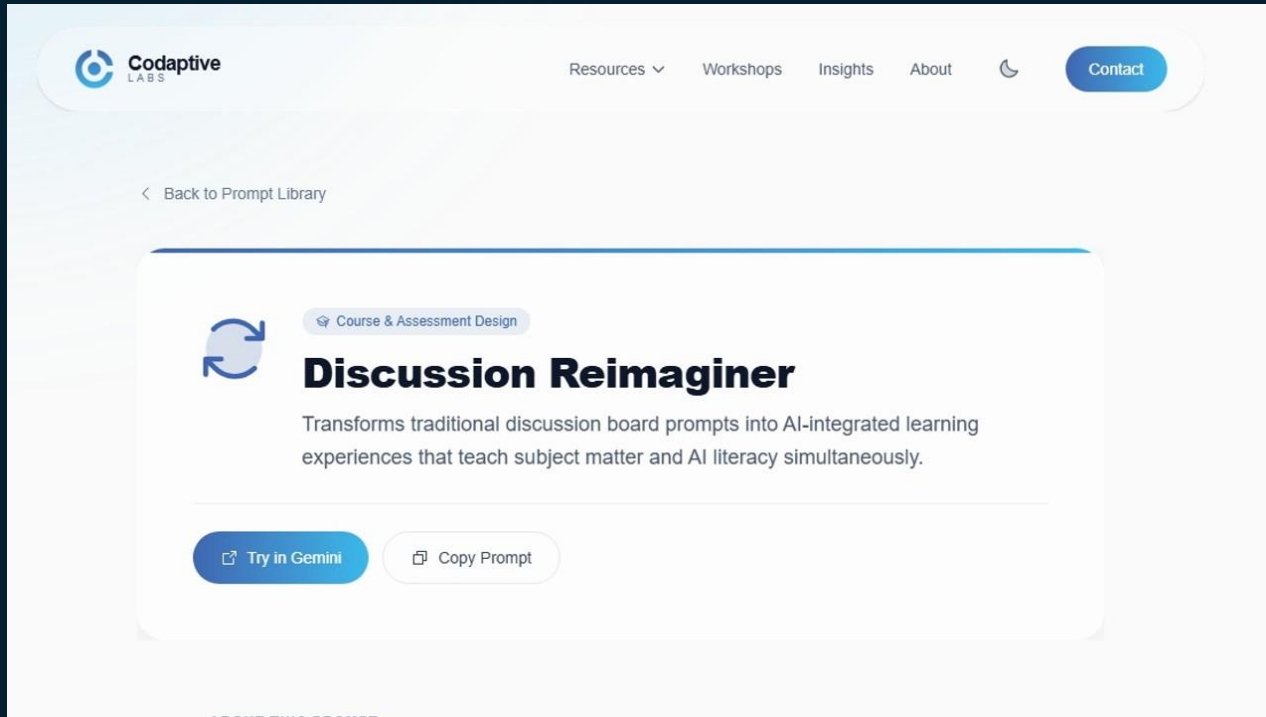


Peer Teaching Sessions

Students demonstrate mastery by teaching assigned concepts to a small group of peers in a recorded synchronous session, ensuring understanding through real-time dialogue.

[View Details →](#)

Tools




The screenshot shows the Codaptive Labs website interface. At the top left is the logo for Codaptive Labs. The navigation menu includes 'Resources', 'Workshops', 'Insights', 'About', and a 'Contact' button. Below the navigation, there is a 'Back to Prompt Library' link. The main content area features a card for the 'Discussion Reimaginer' tool, categorized under 'Course & Assessment Design'. The card includes a circular refresh icon, the tool's name, a description, and two buttons: 'Try in Gemini' and 'Copy Prompt'.

Codaptive LABS

Resources ▾ Workshops Insights About [Contact](#)

[Back to Prompt Library](#)

 **Course & Assessment Design**

Discussion Reimaginer

Transforms traditional discussion board prompts into AI-integrated learning experiences that teach subject matter and AI literacy simultaneously.

[Try in Gemini](#) [Copy Prompt](#)

Strategies

International Journal of Designs for Learning

2025 | Volume 16, Issue 2 | Pages 135-145

HIRE AI: TEACHING COLLEGE STUDENTS AI LITERACY THROUGH THE CREATION, "HIRING," AND MANAGEMENT OF PERSONAL AI ASSISTANTS

Miranda Yaggi Rodak & Ben V. Braddock, *Indiana University-Bloomington*

Hire AI is a flexible, semester-long instructional framework that cultivates Generative AI (GAI) literacy by positioning students as supervisors who hire, onboard, and coach personal GAI assistants. Designed as an add-on structure that integrates easily into existing curricula, Hire AI makes students active decision-makers responsible for ethically informed, context-sensitive collaboration with GAI on their assignments. This design case presents a single framework examined through two disciplinary implementations, describing how the assistant metaphor, scaffolded sequence,

THE DESIGN CONTEXT

Generative Artificial Intelligence (GAI) tools like ChatGPT, Gemini, and Copilot are rapidly reshaping how students write, research, and interact with information, yet many encounter them with confusion and anxiety. Students ask: *Am I allowed to use it? Will I be accused of cheating? What counts as my own work?* Meanwhile, instructors face mounting pressure not only to adopt evolving tools but to prepare students for a world increasingly shaped by them. The result

Tools

The screenshot displays the Playlab interface for a workspace named 'EDU-160'. The top navigation bar includes 'Playlab', 'Apps', 'My Activity', 'Explore', 'Learn', and 'Blog'. The workspace header shows 'EDU-160' with an 'Owner' icon. A sidebar on the left lists 'My Apps', 'Starred', 'Recently Used', and 'My workspaces' (with 'EDU-160' selected). Below the sidebar, there are sections for 'Educause Learning Lab [Sept 2024]', 'My Personal App', 'Personal Chatbot', 'Teaching essentials', and 'WSU Tech TLC Teaching & Learnin...'. The main area features a search bar, a 'Filter by status' dropdown set to 'All apps', and a 'New app' button. Below this, six app cards are displayed, each with a status dropdown, a description, a date, and 'Edit'/'Launch' buttons. The apps are: 'Crystal Tutor Assistant' (Playing, 3/31/2026), 'Yajaira's Helpful Tutor' (Add Status, 3/29/2026), 'Amarah's tutor' (Playing, 3/28/2026), 'Jada's Tutor' (Playing, 3/27/2026), 'Mollys Tutor' (Playing, 3/25/2026), and 'Clayton's Chat bot' (Experiment, 3/23/2026).

Resources

March Train-the-Trainer Course >>> [LEARN MORE](#)

AI for Education

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[< Back to Prompt Library](#)

Design an AI-Resistant Assessment Using a Chatbot

In [ChatGPT](#) or your favorite AI chatbot, cut and paste the following prompt to design an assessment activity that is resistant to AI. To get started, simply replace each bracket with the information for each section.

Design an AI-Resistant Assessment Prompt

You are a veteran [GRADE LEVEL / CONTENT AREA] teacher, with expertise in designing authentic assessments that measure students' actual conceptual understanding. Help me write an AI-resistant assessment for [GRADE LEVEL] students that addresses [TOPIC OR STANDARD] in a hands-on and engaging way. AI-resistant assessments focus on process over product, center durable skills such as critical thinking, creativity, and collaboration, and often include an oral or performance element. Start by identifying the critical content that students must learn in order to fully understand the concept. Then

<https://www.aiforeducation.io/prompts/design-an-ai-resistant-assessment>

Resources

FEATURE ARTICLE: ACADEMIC INNOVATION IN THE AGE OF AI

AI Literacy and Education: Navigating the New Academic Landscape Through AI-Resistant Pedagogy

Stacy Ybarra Evans , Our Lady of the Lake University, San Antonio, TX, 78207, USA

The proliferation of generative artificial intelligence (GAI) tools has fundamentally disrupted traditional academic practices, challenging established paradigms of assessment, authorship, and learning. This article introduces AI-Resistant Pedagogy, a human-centered educational approach grounded in the Community of Inquiry (CoI) framework that emphasizes collaborative inquiry, authentic engagement, and metacognition. As 86% of students across 16 countries report using AI in academic work, educational institutions must shift from prohibitive measures to proactive pedagogical innovation. AI-Resistant Pedagogy leverages uniquely human capacities—critical thinking, social presence, and reflective practice—that current AI systems cannot replicate. This framework addresses equity concerns while preparing students for an AI-integrated future through systematic pedagogical redesign.

AU 1 **T**he advent of generative artificial intelligence (AI) and autonomous AI agents marks a pivotal moment in education history, representing a fundamental paradigm shift that challenges traditional academic practices.¹ The Atlantic's stark declaration in December 2022 that "The College Essay Is Dead" captured widespread anxiety about AI's transformative power.² GAI tools can produce sophisticated content that closely mimics human-authored work, directly challenging traditional pillars of academic integrity, originality, and assessment.

Beyond content generation, AI agents introduce complex disruption by enabling personalized, adaptive learning while potentially diminishing active student

Grounded in the Community of Inquiry framework, this approach emphasizes processes and outcomes that are uniquely human while strategically integrating AI tools as supportive rather than replacement technologies. This approach is essential for educators seeking to maintain the integrity of learning outcomes in an AI-saturated environment.³

THE DISRUPTIVE FORCE OF AI IN ACADEMIA

The Challenge of Generative AI
GAI has created an "authenticity crisis" in academic

QUALITY MATTERS

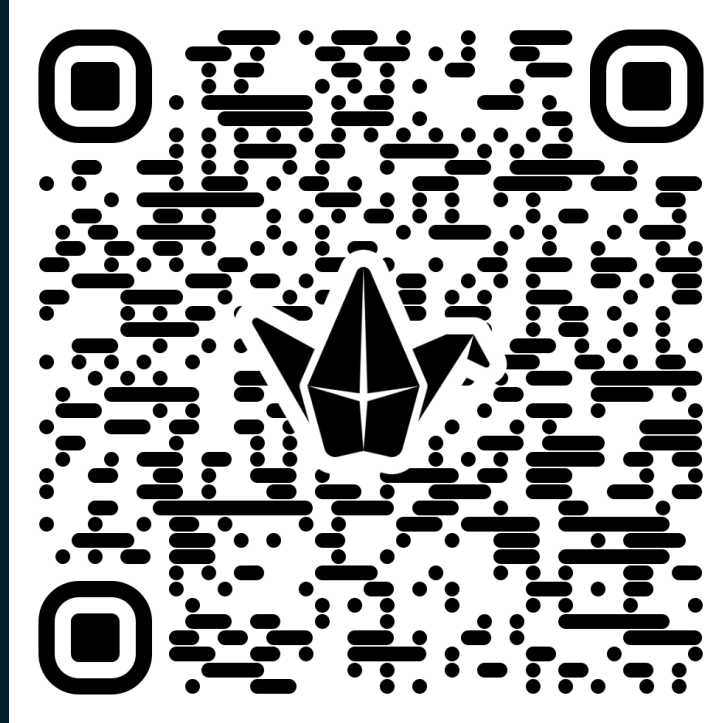
QM

THANKS!

Any questions?

You can find me at:

@wgibson2@wsutech.edu



<https://bit.ly/qmauthentic>

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Additional Resources

- **AI-Resistant Assessments in Higher Education: Practical Insights from Faculty Training Workshops** (*Frontiers in Education*, Nov. 2024) [frontiersin.org](https://www.frontiersin.org)
- **The Impact of Generative AI on Academic Integrity of Authentic Assessments** (*British Journal of Educational Technology*, 2025) <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1111/bjet.13585>
- **Redesigning Assessments for AI-Enhanced Learning: A Framework for Educators** (MDPI Education Sciences, Feb. 2025) <https://www.mdpi.com/2227-7102/15/2/174>

Additional Resources

- **AI and Assessment in Higher Education** (*Times Higher Education Campus, 2025*) <https://www.timeshighereducation.com/campus/ai-and-assessment-higher-education>
- **What's Worth Measuring? The Future of Assessment in the AI Age"** (*UNESCO, Oct. 2025*) <https://www.unesco.org/en/articles/whats-worth-measuring-future-assessment-ai-age>
- **A Scoping Review on How Generative AI Transforms Assessment in Higher Education** (*International Journal of Educational Technology in Higher Education, Springer, 2024*) <https://link.springer.com/article/10.1186/s41239-024-00468-z>