Gen Z Assessment Rethink

IN THE AGE OF ARTIFICIAL INTELLIGENCE (AI)

AI has created a seismic jolt causing a paradigm shift in education. The landscape has changed and we need to rethink **why are we assessing**, **what we are assessing** and **how we are assessing**.

Why expect students in their 20's to attend university like we did three decades ago?

Who is Gen Z?

Born between 1998-2012, Generation Z (Gen Z) are digital natives, navigating a world defined by smartphones, social media, and instant access to information.

Gen Z value **authenticity** and **transparency** in their educational experiences, seeking **interactive** and **visual** learning methods.

They have effective **multitasking** abilities, they also possess shorter attention spans, demanding **engaging** and **dynamic** educational content.

Gen Z learners desire immediate **feedback**, a reflection of their desire for quick course correction and a continuous improvement mindset.

BY ADDRESSING THE 'WHO', AND UNDERSTANDING THE CHARACTERISTICS OF GEN Z LEARNERS, WE CAN DESIGN ASSESSMENTS THAT ARE MEANINGFUL AND RELEVANT, ENHANCING STUDENT LEARNING EXPERIENCE.

Why are we assessing?

Assessment serves as a vital learning tool, allowing students to practice, apply knowledge, receive feedback, and enhance their abilities. It also plays a crucial role in preparing students for their future endeavors.

To ensure assessments are effective, consider the following:

1. Clarify the learning outcomes for the course.
2. Ensure the learning outcomes are compatible with the integration of AI and mirror the skills students will require upon graduation.
3. Evaluate whether the learning outcomes align with the tasks and skills needed in the workplace.
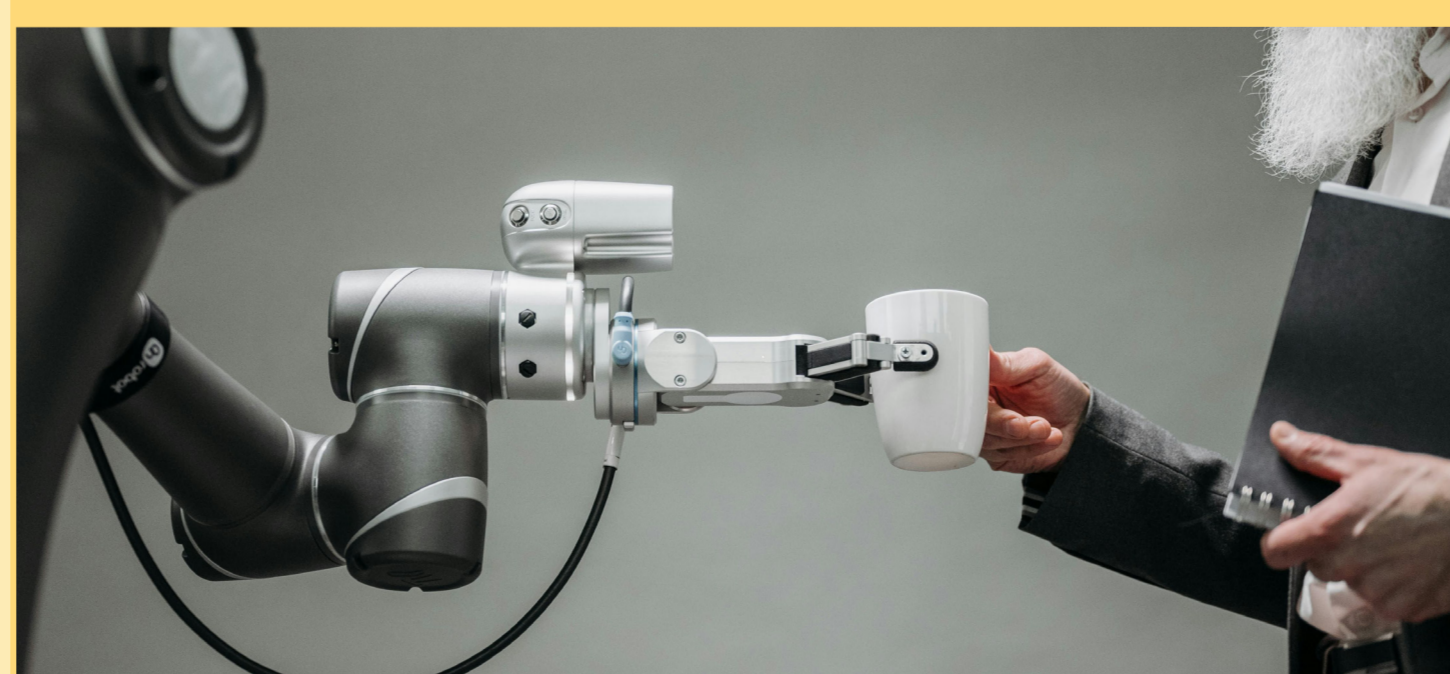
By aligning learning outcomes with the University of Auckland's **graduate profiles**, educators create transparency regarding the purpose of assessments, demonstrating to students the valuable learning they will gain from completing them.

What are we assessing?

Assessment is the process of evaluating an individual's knowledge, skills, abilities, or performance. The University of Auckland aims to graduate individuals who contribute to a better world. This involves understanding the authentic tasks students may encounter in their future careers.

Consider the following questions to adapt your assessments:

1. Which employability skills do you assess?
2. Are assessments engaging and relevant for today's AI-centric world and future careers?
3. How can you integrate AI in your assessments based on its application in your field?
4. Is the marking criteria/rubric clear?

How are we assessing?

Here are some tips to enhance your assessment methods:

1. Clarify assessment purpose and benefits to deter academic misconduct.
2. Explore a progressive, scaffolded assessment approach using programmatic and iterative methods to track visible learning progress.
3. Consider using AI for teaching authenticity verification and source evaluation.
4. Balance summative and formative assessment, ensuring inclusivity and minimising bias.
5. Optimise feedback for learning support and provide mechanisms for student reflection and improvement.

Additional strategies:

1. Focus on assessing the learning process rather than the outcome. Consider reflective journals, folios, learning logs, concept maps.
2. Provide student choice to increase engagement and reduce the potential for academic misconduct.
3. Foster lifelong skills and professional development, consider gamification, project-based learning, collaborative work, peer assessment.

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