

# Transforming Student Assessments for an AI World

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*A story about assessment, artificial  
intelligence, and the future of  
occupational therapy education*

## The hero in this story:

- 10 years as an occupational therapist in Canada
- 5 years in academia, 3 in the United Kingdom, 2 in Perth (ECU)
- Interest in teaching & learning pedagogy and innovative assessment design
- Passionate about storytelling and narrative structure



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# Once upon a time...



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- Educators delivered content, students completed a range of traditional assessment (essays, exams, presentations, reports)
- These tasks demonstrated competency, and gave universities “**assurance of learning**” for awarding degrees

# The villain emerges...

- November 2022: **ChatGPT** is publicly available
- Produces a **passable result in seconds**
- This prompts **questions** about assessment **purpose** and **integrity**



*Note.* Image created with ChatGPT (2025)

# My own realization / the problem that AI exposes



- AI excels at traditional academic task (essays, short answers, case write-ups) (Rudolph et al., 2023)
- Traditional academic tasks are no longer valid indicators of student learning

*Note.* Image created with ChatGPT (2025)

# The hero gets ready for battle: Rethinking assessment

- Shift from **'product' to 'process'**
- Shift from rules and towards **structural assessment changes** (Corbin et al., 2025)
- **Depth of learning differs** with AI vs web search (Melumad & Yun, 2025)
- Assess **judgement, decision-making, values** through authentic tasks. (Ajjawi et al., 2023)
- Use a **programmatic approach** focused on learning, not just assessment security. (Dawson, 2020)



Note. Image created with ChatGPT (2025)

# Saving the day: My AI-resilient assessment strategies



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- Authentic **real-world tasks** or **simulations**
  - Note. Not a cure – requires thoughtful and judicious application (Fawns et al., 2025)
- **Vivas/oral defences**
- Personalised meaningful **reflection**
- **Real-time** reasoning & documentation
- **Scaffolded learning**
- Use **AI as an expert reviewer** (for both student and teacher)

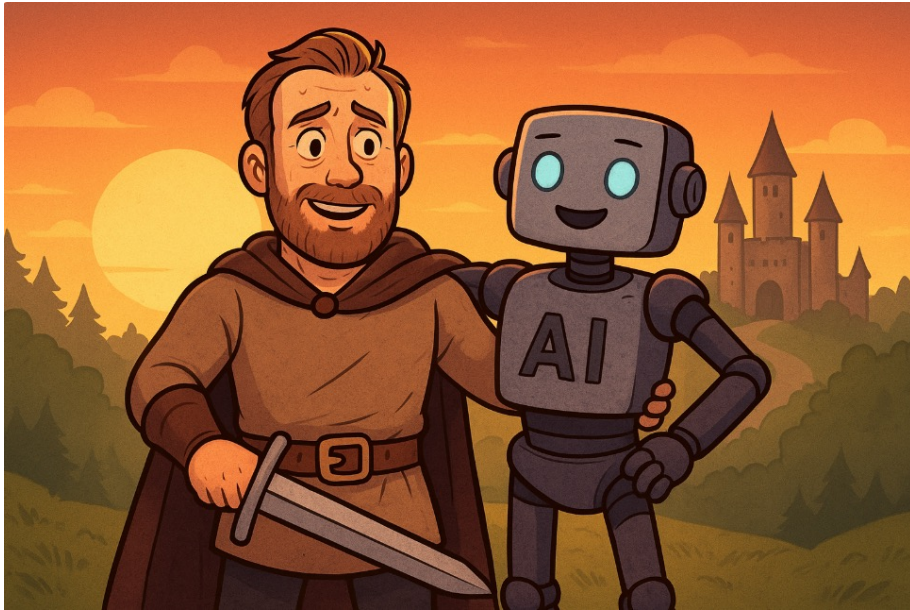
# Strategies in action: Examples from my own teaching

- **Vivas:**
  - e.g. Return-to-work plan
  - **Peer practice & prep resources**
  - Assessments shifts from written report to **oral justification**
- **Video demos:**
  - Wheelchair assessment and strategy
- **Scaffolded activities in lab with peers**
  - **Low-stakes practice** to build skills
  - **Multiple observation points** before final assessment
- **Portfolio** preparations
  - Staged components leading up to final submission



Note. Image created with ChatGPT (2025)

# The story's conclusion



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- **Assess thinking, not typing** – AI can write, students must reason
- Move beyond policing to **purposeful redesign**
- Not just more rules, but **structural changes** for valid, tailored assessment (Corbin et al., 2025)
- **AI is here to stay** – use it as a tool for feedback and improvement
- **Prepare graduates for complex practice** by designing assessments that build critical thinking, ethical judgment, and adaptability in an AI-enabled world.

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