10 METHODS AND ACTIVITIES FOR LEARNING AND ASSESSMENT WITH GENERATIVE AI

How to use it for meaningful and high-quality learning

The recent emergence of **AI text generation** in education means there is now both a need and an opportunity to use methods and activities that aid meaningful learning and the collaborative construction of knowledge.

Varying the types of activity and deliverables means that students cannot always depend on AI to complete their tasks. This also fosters a more specific and responsible use of the technology and leads to a more conscious and effective learning process.

INFOGRAPHICS

Ask for deliverables in infographic format. Even if the student uses AI to produce the answer to the activity, they must be able to understand and relate the concepts worked on, adapt to the requirements, and go over the results in order to be able to create a deliverable that shows a degree of specificity appropriate to what is requested, the relationship of the concepts used, a theme for the content, the relationship between the textual information and graphics, etc.

USE OF TESTS

Use tests. When assessing command of theoretical content, such as laws, theoretical foundations, descriptions of phenomena, etc., the options to randomize questions offered by LMSs make it easier to prepare tests with different questions. In addition to options such as time limitations for answering the test.

PORTFOLIO

Use Portfolios to enhance students' metacognitive reflection on the working process they have used to produce an activity, image, design or audiovisual product, explain their approach to solving problems, justify the decisions taken, provide a critical view or self-assess their own work. Promote use of the social features to make contributions and share reflections on the contents published.

CO-ASSESSMENT

Incorporate co-assessment. Engage in co-assessment dynamics between peers at various points throughout the student's working process, making them include standardized qualitative assessments and reflections that are included in the final product (deliverable). Some LMSs, like Canvas, have specific features that allow for these kinds of assessment dynamics.

ORAL TESTS

Incorporate oral tests / interviews in the assessment process. Incorporate various types of oral tests or interviews, such as presentation videos that include the students' metacognitive processes, as well as synchronous interviews to assess content and confirm the student's identity and authorship. These tests foster personalization and enhance the assessment process.

SHORT AND CONTEXTUALIZED QUESTIONS

Avoid generic questions in activities. Formulate contextualized questions in a specific area or field, such as current events, a specific geographic location, or a specific company. Furthermore, contextualize the question in relation to the student's own learning process throughout the course.

INTEGRATE AI TOOLS IN ACTIVITIES

Include use of chat in activities (text-based AI): to gamify activities or to help get an answer to a specific question. Make students consider the response received, identifying its weak points, highlighting the most well prepared aspects, proposing improvements and complementing the text generated, always with well supported arguments.

COLLABORATIVE WORK

Encourage collaborative work. Work collaboratively, using the different spaces available to open up and share in the working process, the discussion on how to approach the activity, the debates between the group members, and their reflections on the work done.

FEEDBACK

Increase feedback throughout the learning process. Establish different points of contact between the teacher and students (both individual and group) to provide personalized feedback prior to submission of the assignment, thereby enhancing the formative part of the continuous assessment, and linking the content of the deliverables to the learning process. Some LMSs, like Canvas, aid this type of feedback.

SYNCHRONOUS TESTS

One option for improving students' assessment is to **include synchronous tests**. These tests can be organized in several ways, and adapted to the pace of the course and the number of students. The test can be taken in groups on courses that involve collaborative work. In more applied or practical courses, the synchronous test can also be an opportunity to do simulations, role play and other similar activities.

All these measures can be used **either individually or together**; for example, gamification can be applied to collaborative work while incorporating the use of AI.

DISCLAIMER: The use of ChatGPT and other generative AI is not recommended by European and local data protection authorities until the legal context for this technology has been clarified. If you do make use of them, we recommend following these guidelines: https://blogs.uoc.edu/elearning-innovation-center/the-legal-situation-regarding-the-use-of-generative-ai/

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