

Risks

- Loss of focus on the criteria being assessed (assessing the Al's output rather than the student's).
- Excessive reliance on AI as an assistant for assessment.

Proposed changes

- Focusing the assessment criteria more on the learning process than on outcomes.
- More dialogue- and participation-based assessments (portfolios).
- Assessment integrated throughout the learning process.

Risks

Loss of external recognition (particularly in the case of online formats).

Proposed changes

- Tailoring the assessment system to the new circumstances, ensuring its rigour and transparency and the excellence of the methodology used.
- Identifying quality indicators for the assessment system.
- Publicizing the design and application of the assessment and accreditation system to increase public trust.

TEACHING AND LEARNING PROCESS The learning experience (depth and significance)

Risks

- Delegating tasks requiring higher order skills to AI.
- Loss of grip on cognitive processes when preparing or performing learning activities.
- Irrelevance upon going into greater depth.
- Loss of significance of learning (less integration).

Proposed changes

- Mastering the uses and benefits of AI and the methods for working with it by teaching staff in each professional field and area of knowledge.
- Instilling in students good practices and methods in the use of AI.
- Designing learning experiences and activities that involve a conscious use and control of AI, both for directly achieving results and in the strategy to achieve them.
- Use of sources.

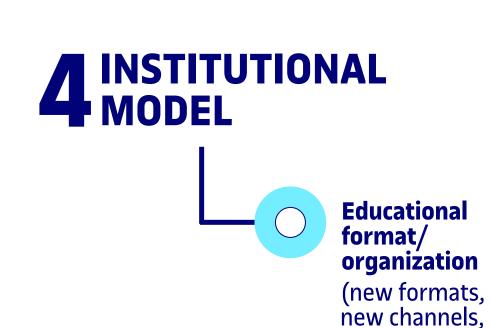


Risks

Obsolescence of the education curriculum.

Proposed changes

• Updating the curriculums of programmes in view of the changes gradually arising in academic and professional environments in relation to the uses and applications of AI.



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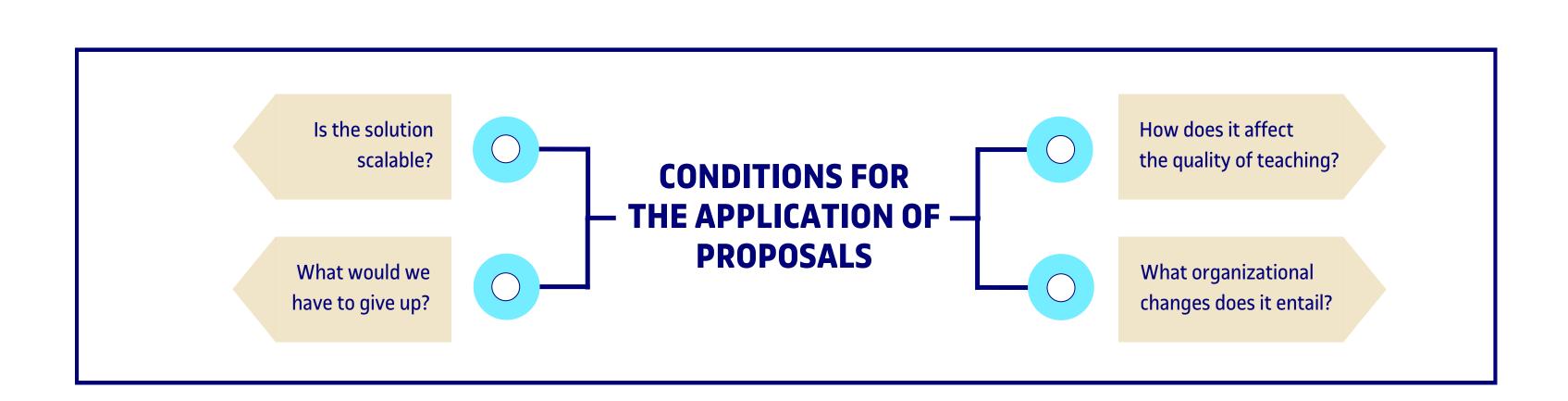
business model)

Risks

• Loss of competitiveness compared to new education providers, not just in terms of scalability and agility, but also in terms of quality.

Proposed changes

- Exploring the opportunities provided by AI for teaching, generating content, personalization and support, among others.
- Adapting educational methods to whatever new communicative and interactive formats or channels emerge in socio-technological contexts.



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/





