Rage against the machine: what does AI mean for assessment practice in higher education?

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Panel discussion

- **Panel members:**
- Sue Attewell, Head of edtch, Jisc
  Gill Ferrell, Programme director for Europe, 1EdTech
  Lisa Gray, Senior consultant for learning, teaching and assessment, PebblePad

- **Chair:** Sarah Knight, Head of learning and teaching transformation, Jisc

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Principles of good learning, teaching and assessment

Available from ji.sc/assessmentguide

	What the principle is	Ways to achieve this
1	Help learners understand what good looks like	By engaging learners with the requirements and performance criteria for each task
2	Support the personalised needs of learners	By being accessible, inclusive and compassionate
3	Foster active learning	By recognising that engagement with learning resources, peers and tutors can all offer opportunities for formative development
4	Develop autonomous learners	By encouraging self-generated feedback, self-regulation, reflection, dialogue and peer review
5	Manage staff and learner workload effectively	By having the right assessment, at the right time, supported by efficient business processes
6	Foster a motivated learning community	By involving students in decision-making and supporting staff to critique and develop their own practice
7	Promote learner employability	By assessing authentic tasks and promoting ethical conduct

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Rethinking assessment and feedback

https://assessment.jiscinvolve.org/

- Developing future scenarios for assessment and feedback and the role technology plays

- Understanding PSRBs expectations on the use of digital to support assessment working with QAA

- Developing a maturity model for digital assessment

- A review of specifications and requirements of digital assessment and feedback systems for UK higher education

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Further resources

- PebblePad [survey into educators perspectives on AI](#) – closes 22nd June

- Webinar - [Redesigning assessment for an ever-changing world](#)

- Article in the Times Higher Education (THE) [Unlocking the potential of language generation tools in higher education: a progressive approach to assessment reform](#)

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Get in touch….

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