Designing Assessments in the GenAI-Era: A Case Study of an Undergraduate Course in Business and Management

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Abstract

In the contemporary landscape of higher education, integrating artificial intelligence (AI) technologies presents a transformative opportunity to revolutionise traditional assessment methods in university courses. This case study explores the potential of leveraging ChatGPT, a cutting-edge language model, alongside other AI tools to enhance assessment designs and foster engaging, meaningful and industry-relevant student learning experiences. It will showcase an example of redesigning a theory-intensive course (Organisational Theory) that previously relied on traditional learning activities and assessments into a contemporary course that leverages AI, such as ChatGPT, as a learning co-pilot for students in completing their assessment tasks. This showcase will demonstrate the resources, challenges, learning outcomes, social impact and prospects involved in re-designing courses in the AI era while at the same time upholding and promoting a high-impact learning experience, student engagement, authenticity and academic integrity of assessments.

This case study will draw on the action research of a subject coordinator of a theory-intensive course (Organisational Theory). It will outline the process of re-developing the course, including re-drafting the subject learning outcomes, re-configuring the learning activities, re-designing the assessments and the quality assurance process to protect academic integrity.