

## **Exploring authentic Assessment Strategies to Minimise the Misuse of GenAI by Students: An Example**

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In a world that has already embraced generative AI (GenAI), it is essential to not only adopt diverse and authentic assessment strategies but also to teach, show, and assess students in the ethical and effective use of this technology. Employing a variety of well-designed assessments can minimize the misuse of GenAI by making it difficult for students to rely solely on unauthorized resources or AI-generated content. Authentic assessments that focus on critical thinking, analysis, and the application of knowledge in real-world scenarios can further deter academic dishonesty.

By designing tasks that require students to apply concepts practically, solve problems, or participate in hands-on activities, educators can reduce the likelihood of plagiarism and reliance on AI tools. Yet GenAI can assist with critical analysis in the co-development with deeper engagement with students' learning progress. One such innovative assessment strategy is structured individualised assessments by which students take an active role in both creating and answering their own questions, within a structured framework provided by the educator (see below).

### **Structured Individualised assessments:**

This method allows students to engage more deeply with the course material, promoting autonomy, critical thinking, and a higher level of understanding. Students self-develop their own question based on a topic provided by the tutor. This approach is also known as “negotiated assessment” in which students (with the help of their tutor) design their own research question. It is personalised to reflect students' interests, experiences, and learning goals (and example is given in figure 1). This approach was developed as "[finding your research question with the triad](#)" by the Writing Centre at the University of Konstanz. (personal communication with Dr Oliver Trevisiol, Universität Konstanz, Germany).

The adaptability of this approach to a different discipline was tested by the author (SDS) with a group of biomedical science students. An example of this is shown below in Figure 2.

Note for further use:

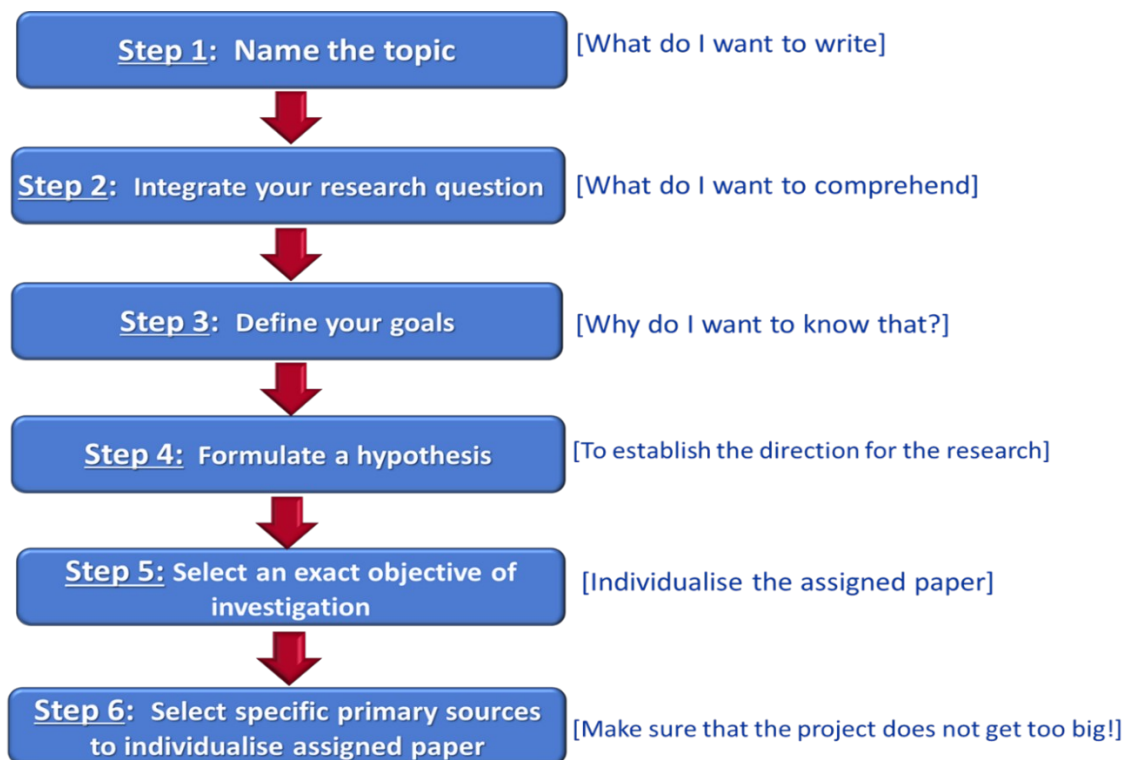


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**Figure 1: Example prompts for students to develop their individualised assessment**

*\*Idea adopted from the [Writing Centre](#) at Universität Konstanz, Germany*

<p><b>Step 1:</b> Name the topic (<i>what do I want to write about?</i>)</p> <p>Polygenic and multi-factorial nature of Asthma</p> <p><b>Step 2:</b> Integrate your research question (<i>what do I want to know?</i>) “... because I want to understand / find out / comprehend ...”</p> <p>I want to find out why the treatment response of to <math>\beta 2</math> adrenoceptor agonists is found to be different in different asthmatics</p> <p><b>Step 3:</b> Define your goal (why do I want to know that?) for the essay “...in order to critically examine / determine / to check...”</p> <p>The aim of the essay is to understand how genetic polymorphism affect the treatment response in asthmatic patients.</p>	<p><b>Step 4:</b> Formulate a hypothesis</p> <p>I assume all the poor responders to <math>\beta 2</math> adrenoceptor agonists are affected by genetic polymorphism.</p> <p><b>Step 5:</b> Select an exact object of investigation to individualise the assigned paper</p> <p>Select the SNPs that might affect clinical outcomes</p> <p><b>Step 6:</b> Select specific primary sources to individualise the assigned paper and at the same time make sure that the project does not get too big</p> <p>Articles investigated the clinically important SNPs in asthmatic patients from 2018 to 2023.</p>
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**Figure 2: Adoptability of Structured Individualised assessments to different discipline (Example)**