

# York University AI Intensive

2026

AI and Assessment

APRIL 14-16, 2026

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## Land Acknowledgement

First Nations peoples have lived on this part of Turtle Island for millennia, stewarding the land, the water and all that contributes to life in this region. Today, the culture and presence of First Nations, Inuit and Métis peoples enrich the lands and people of this territory.

More than two centuries ago, the Mississauga people welcomed settlers to this territory, providing sustenance and engaging in trade and commerce.

Today, York University campuses are located on the Toronto Purchase Treaty No. 13 lands and territory of the Mississaugas of the Credit First Nation and the lands of the Anishinabek of the Williams Treaties First Nations. Our campuses are also situated on the traditional territories of the Huron-Wendat and the Haudenosaunee.

Treaty history is foundational, and it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here and those who have yet to come. We are grateful for the opportunity to be learning, working and thriving on this land, and we commit to learn the truth and be active in the process of reconciliation.

# Welcome to the AI Intensive!



To help everyone engage smoothly, please:

- Keep your mic muted when not speaking
- Hold questions for the designated Q&A
- Raise your hand before contributing verbally and say your name when you do
- Contribute non-verbally in chat
- Turn live captions on/off based on your preference




This session is being recorded. You're welcome to have your camera on or off, and to edit your display name.

**Please note:** Zoom's AI Companion is not enabled.

# About the AI Intensive

- Our goal: flexible, collegial time to go deeper with what it means to respond to AI in our assessments
  
- 3 days, 3 themes:
  - April 14 - Critical AI Literacy in Assessment
    - What does it look like to build AI literacy into assessment practice?
  - April 15 - AI-Open Assessment
    - Where and how does it make sense to integrate AI into our assessments?
  - April 16 - AI-Limited Assessment
    - What aspects of assessment need to be kept free from AI, and how can we best do this?
  
- Session types:
  - Perspectives, 10-11 am ET: Explore different ways of thinking about AI in assessment
  - Tidbits, 11:30-12 am ET: Quick overviews of useful ideas for addressing AI in assessment
  - Hack-a-thons, 1-3 pm ET: Hands-on time to workshop your assessments with peers
  - Resource spotlights: 3:15-4 pm ET: Hear from librarians, academic integrity experts, and educational developers about what they have learned about AI and assessment



# Perspectives 1: Mapping Assessment Paths in the AI Landscape

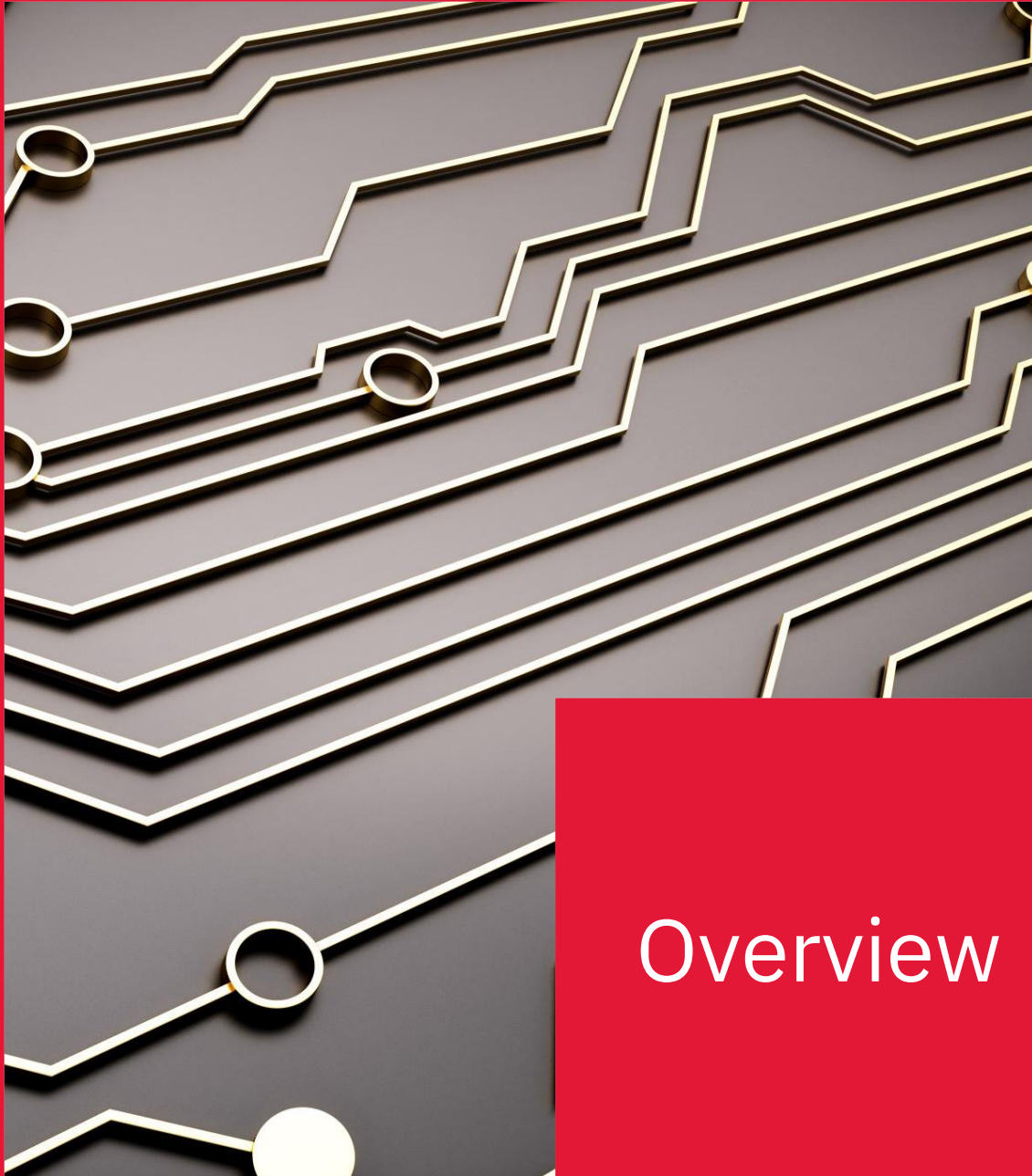
Robin Sutherland-Harris,  
Teaching Development Associate, Teaching  
Commons

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“  
Wherever you stand on AI in your teaching — enthusiastic, cautious, or still working it out — this session offers a shared framework for thinking clearly about assessment design. Our approach is practical, discipline-agnostic, and built to be useful across individual tasks, whole courses, and program curricula.  
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## Overview

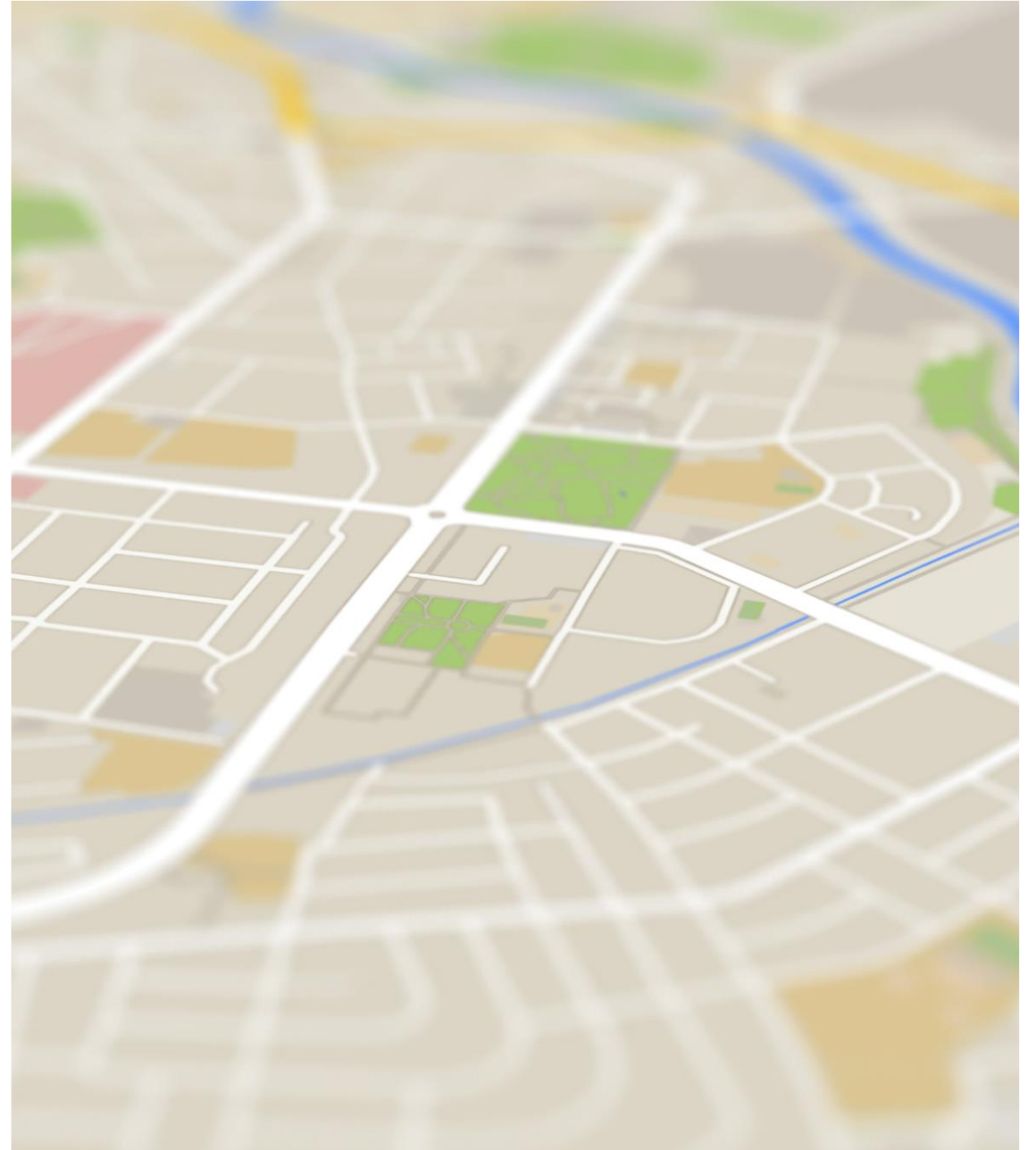
# Session Agenda

- What are we mapping?
- Three waypoints: A pathfinding framework for AI and assessment
- Field notes
- What path will you take?

**What are we  
mapping?**

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**Where do you stand (in this moment)?**

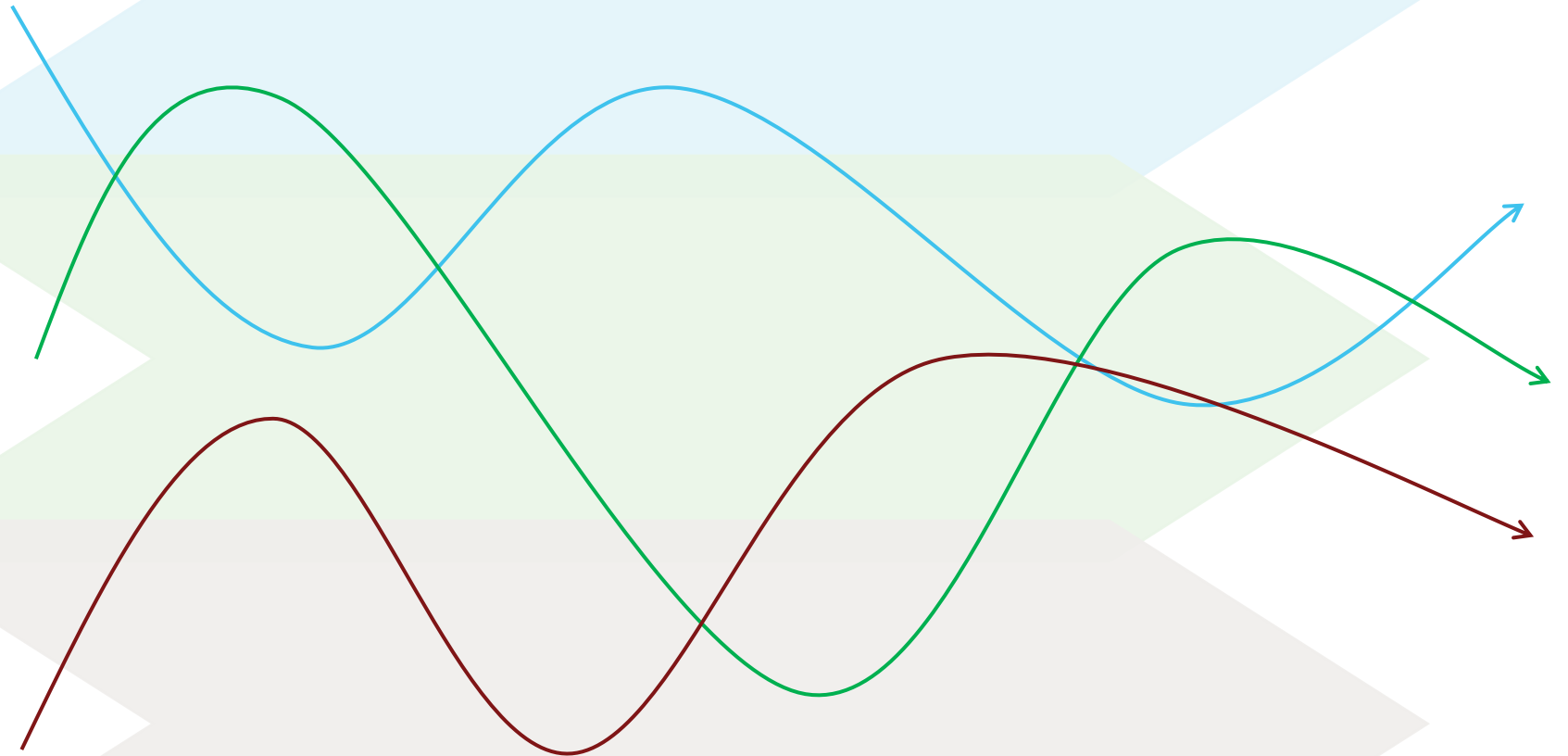
*Share your thoughts in the poll*

# Pathways through assessment

Integration

Critical  
literacy

Restriction



# Framework: Three waypoints

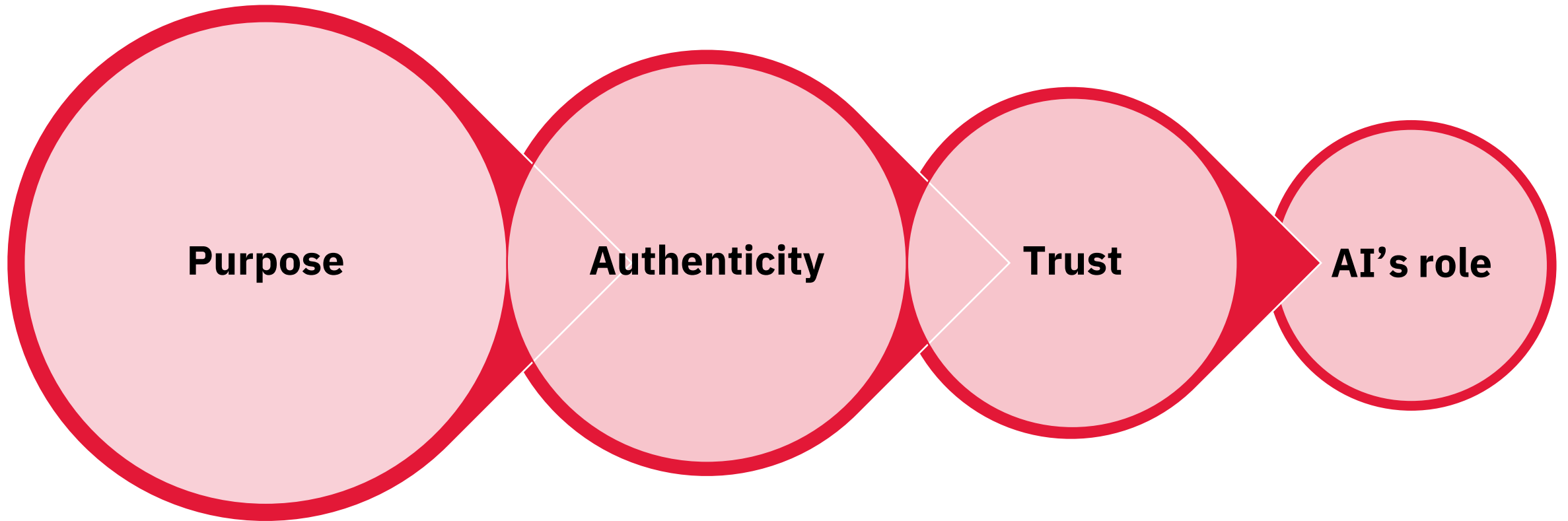
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## Three waypoints for your assessments

Before we make final decisions about AI, first consider:



## **An example: A case-based analytical assessment**

Consider a version of this assessment relevant to your discipline:

Students are given a real or realistic problem from the field. They analyse it, apply relevant disciplinary knowledge, and propose a reasoned response, submitted as a written report.

## Purpose

Students are given a real or realistic problem from the field. They analyse it, apply relevant disciplinary knowledge, and propose a reasoned response, submitted as a written report.

- What is the intellectual work required of the student? What is this assessment meant to reveal to you about the learning that has taken place?

## Authenticity

Students are given a real or realistic problem from the field. They analyse it, apply relevant disciplinary knowledge, and propose a reasoned response, submitted as a written report.

- What does it authentic engagement with the assessment look like? What does it mean for a student to genuinely do the thinking this assessment demands? What would superficial or substituted engagement look like by contrast?

## Trust

Students are given a real or realistic problem from the field. They analyse it, apply relevant disciplinary knowledge, and propose a reasoned response, submitted as a written report.

- What does this assessment need in order to be trustworthy?

# Purpose, authenticity, and trust: Scaling up

## ASSESSMENT LEVEL

- › *Purpose:* What is the intellectual work required of the student? What is this assessment meant to reveal to you about the learning that has taken place?
- › *Authenticity:* What does it authentic engagement with the assessment look like? What does it mean for a student to genuinely do the thinking this assessment demands? What would superficial or substituted engagement look like by contrast?
- › *Trust:* What does this assessment need in order to be trustworthy? How can you make trust-bearing elements stronger?

## COURSE LEVEL

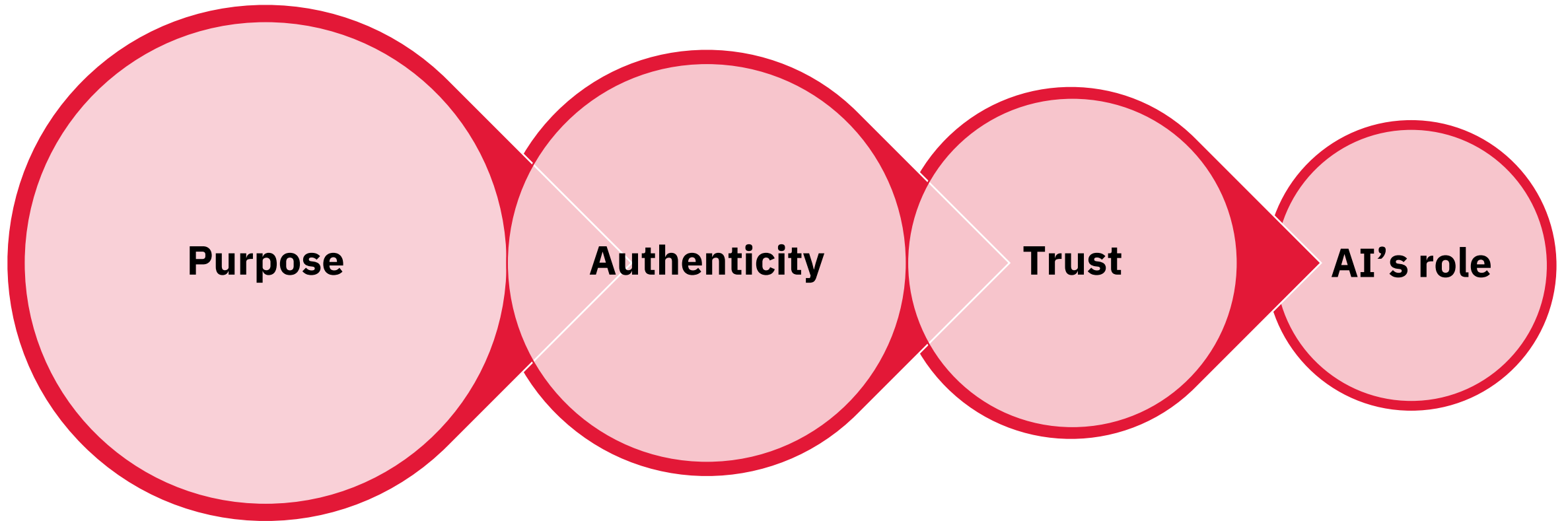
- › *Purpose:* What does the full set of assessments across this course collectively evidence? Do they build toward something coherent, or are they a set of discrete tasks that don't add up?
- › *Authenticity:* Does this course create genuine conditions for intellectual grappling? Or does the assessment sequence potentially allow students to move through without being challenged?
- › *Trust:* What does the course's assessment design assume about how students are engaging with the material, with each other, with their own thinking? Are those assumptions supported by anything in the design, or are they just hopes?

## PROGRAM LEVEL

- › *Purpose:* What capacity, disposition, or understanding does the program's assessment architecture actually develop in graduates? Is that visible in the design, or only assumed?
- › *Authenticity:* Have graduating students had enough opportunities for authentic intellectual engagement — progressively demanding, across different contexts — to achieve program goals?
- › *Trust:* What does the program assume students can do by graduation? Is there a coherent design basis for that trust, built progressively across the curriculum, or is it an assumption that has never been made explicit or tested?

## Three waypoints for your assessments

Before we make final decisions about AI, first consider:



# Field notes

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## 6 questions

### **Purpose (of assessment)**

- ✓ What is this assessment/course/program actually *for*, in one sentence?
- ✓ What would still be worth assessing here if AI could handle everything else?

### **Authenticity (of student engagement)**

- ✓ What would it look like if a student genuinely grappled with this, and how is that different from producing a polished response?
- ✓ What in the current design makes genuine engagement more likely than superficial engagement?

### **Trust (in assessment)**

- ✓ What is this assessment/course/program assuming about how students engage?
- ✓ Is that assumption justified by the design, or is it a hope?

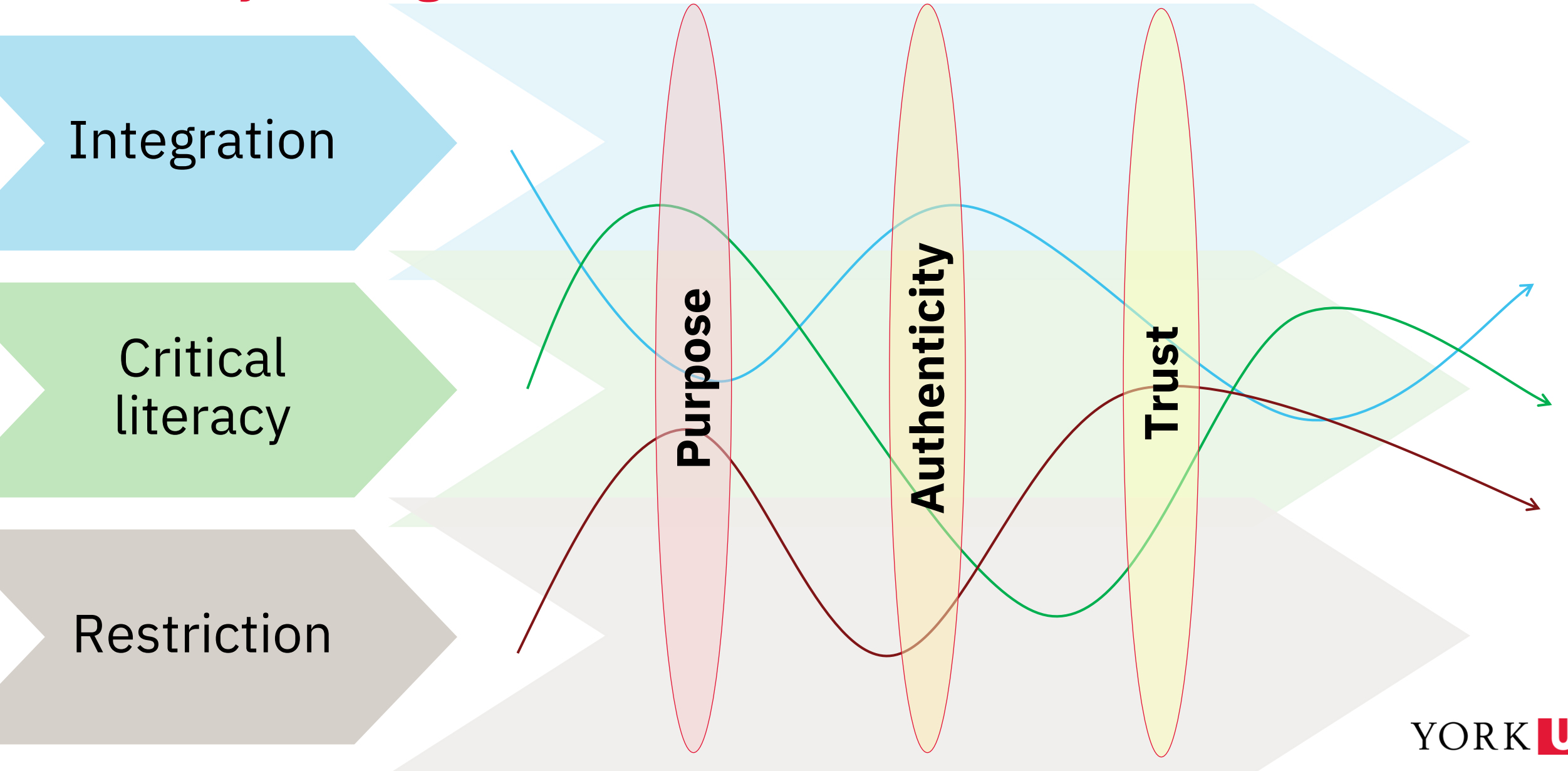
**What path will you take?**

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# Pathways through assessment



## Additional resources

- Ajjawi, R., Tai, J., Bearman, M., Boud, D., Dawson, P., & Jorre de St Jorre, T. (2024). From authentic assessment to authenticity in assessment: Broadening perspectives. *Assessment & Evaluation in Higher Education*, 49(4), 499–510. <https://doi.org/10.1080/02602938.2023.2271193>
- Dawson, P., Bearman, M., Dollinger, M., & Boud, D. (2024). Validity matters more than cheating. *Assessment & Evaluation in Higher Education*, 49(7), 1005–1016. <https://doi.org/10.1080/02602938.2024.2386662>
- Lodge, J. M., Howard, S., Bearman, M., Dawson, P., & Associates. (2023). *Assessment reform for the age of artificial intelligence*. Tertiary Education Quality and Standards Agency. <https://www.teqsa.gov.au/guides-resources/resources/corporate-publications/assessment-reform-age-artificial-intelligence>
- Mollick, E. (2024, August 30). Post-apocalyptic education. *One Useful Thing* [Newsletter]. <https://www.oneusefulthing.org/p/post-apocalyptic-education>
- Ransome, E. (2026, February 6). What generative AI reveals about assessment reform in higher education. *Higher Education Policy Institute*. <https://www.hepi.ac.uk/2026/02/06/what-generative-ai-reveals-about-assessment-reform-in-higher-education/>
- Watkins, M. (2024, July 12). The rhetoric of purpose: Conversations for our AI era. *Rhetorica* [Newsletter]. <https://marcwatkins.substack.com/p/the-rhetoric-of-purpose-conversations>