

York University AI Intensive

2026

AI and Assessment

APRIL 14-16, 2026

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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.

Tidbit 2: Discursive Shifts in Assessment Practice

APRIL 15, 2026

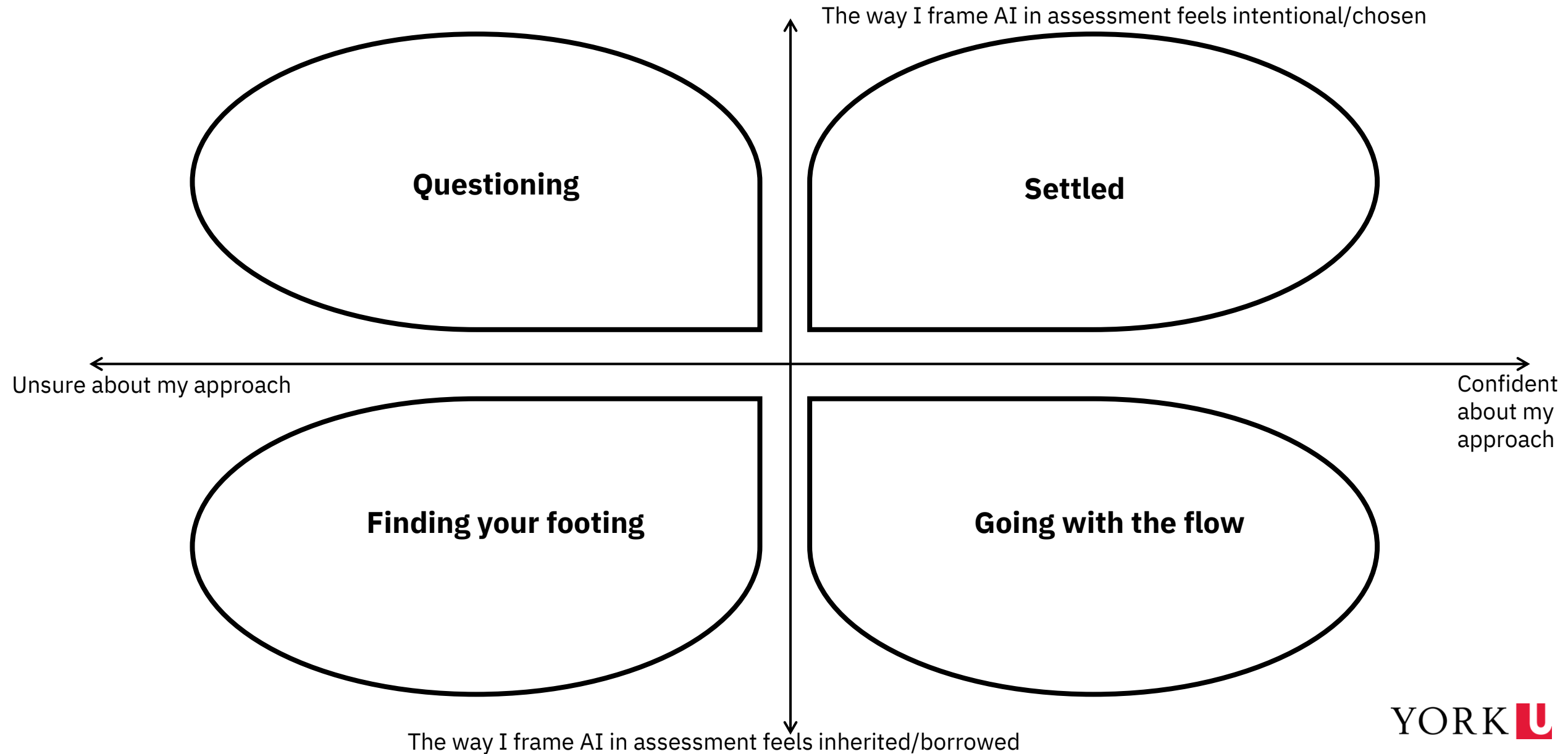
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- Contextual Pressures
- Discursive Shifts Tidbit
- Scaling Up
- Potential Implications

How do you talk about AI in assessment with your students?

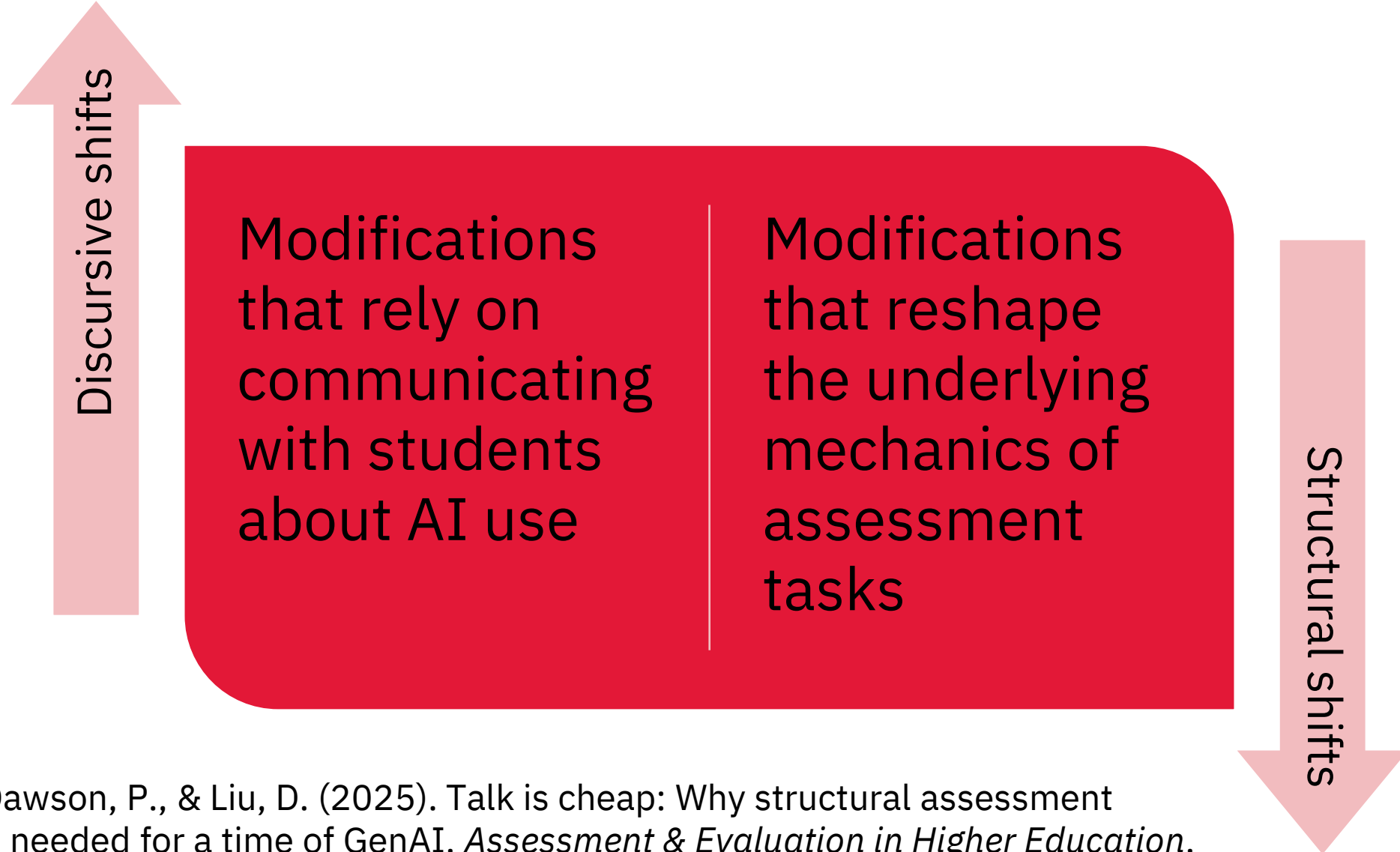


Contextual Pressures

➤ Why language around assessment matters

- The proliferation of AI has increased some assessment-related vocabulary: detection, integrity, cheating, AI-proof
- Students are reading syllabi, interpreting policies, and making inferences from inconsistency
- Many faculty & institutional responses to AI have been initially focussed on finding the right language to talk about AI and assessment

Discursive vs Structural Shifts to Assessment



Corbin, T., Dawson, P., & Liu, D. (2025). Talk is cheap: Why structural assessment changes are needed for a time of GenAI. *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2025.2503964>

Discursive Shifts Tidbit: A working definition

- A **discursive shift** is a deliberate move from one way of speaking about a topic to another.
- If you frame AI as a threat to be detected, assessment may move toward surveillance
- If you frame AI as an aspect of disciplinary knowledge & skills, assessment may move toward navigating it
- If you make no changes to how you talk about assessment, students lack clarity & guidance
- Here, we focus on discursive shifts as necessary (but not sufficient)

Discursive Shifts Tidbit: Three reframings

➤ From Prohibition to Purpose

- "Don't use AI for this" becomes "Here's what this assessment requires of you"

➤ From Penalty to Authentic Engagement

- "AI-generated work will be identified and penalised" becomes "I want to see how you got here"

➤ From Compliance to Trust

- "This assessment must meet academic integrity requirements" becomes "Here's why this work needs to be yours"

Scaling Up: From assessment to program

➤ Individual assessment

- What does the language of this assignment or policy communicate about whose knowledge counts and what AI's role is in this context?

➤ Course design

- What does a student learn about AI from the accumulated language of a whole course's policies and feedback? Is the message coherent or contradictory?

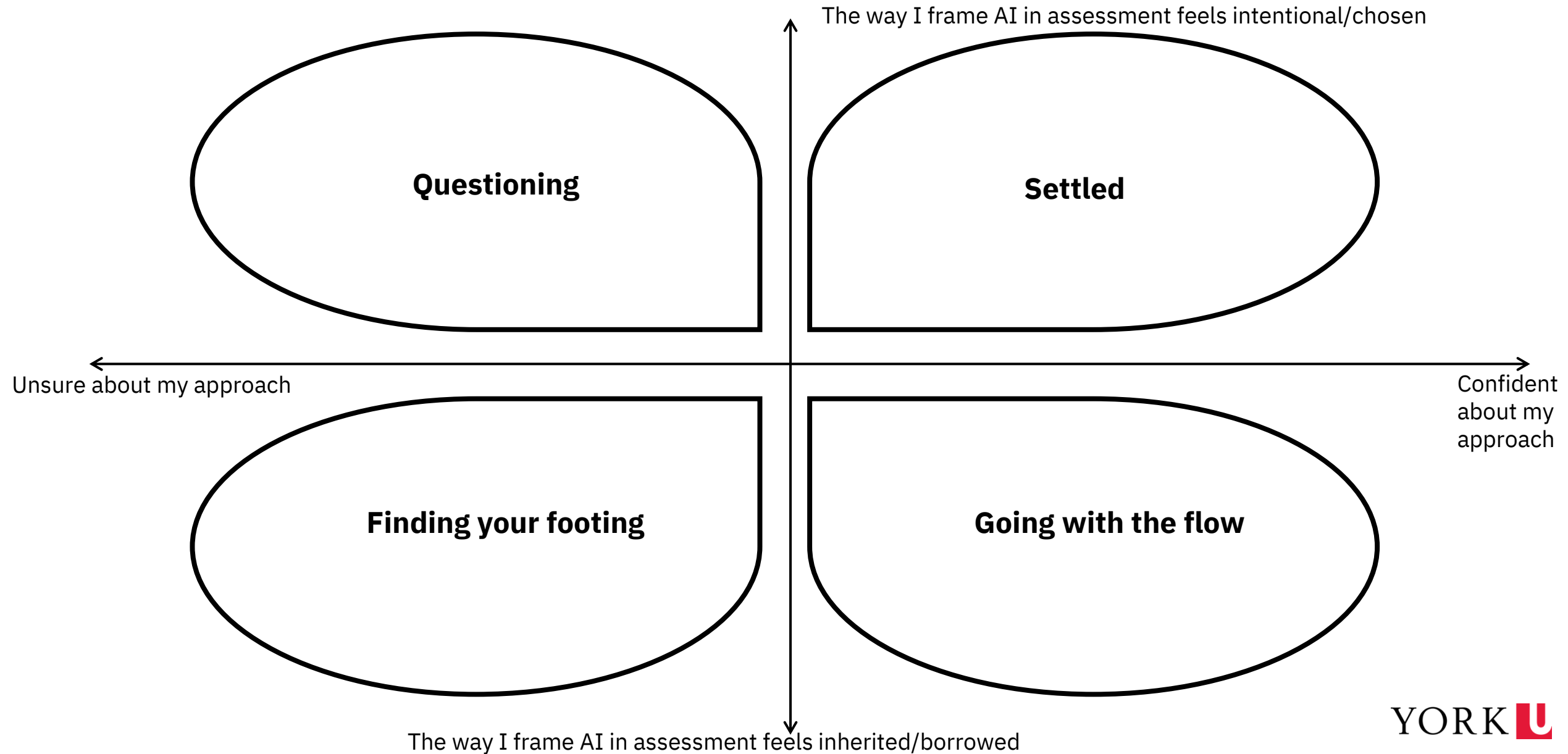
➤ Program/curriculum

- What discursive norms does the program model for graduates? If they need values-aligned judgements about AI in professional practice, do the program's discourses give them language to do that?

Potential Implications

- Regardless of your stance on AI:
 - **If you integrate AI:**
 - Discursive clarity prevents students from interpreting integration as endorsement of uncritical use
 - **If you restrict or exclude AI:**
 - The language of restriction shapes whether students understand the educational purpose or experience it as arbitrary policing
 - **If you focus on AI literacy:**
 - Discursive shifts are the prerequisite — you cannot develop students' critical vocabulary about AI while using an unreflective one yourself

How do you talk about AI in assessment with your students?



Resources & References

- Bearman, M., Ryan, J., & Ajjawi, R. (2023). Discourses of artificial intelligence in higher education: A critical literature review. *Higher Education*, 86(2), 369–385. <https://doi.org/10.1007/s10734-022-00937-2>
- Corbin, T., Dawson, P., & Liu, D. (2025). Talk is cheap: Why structural assessment changes are needed for a time of GenAI. *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2025.2503964>
- Corbin, T., Dawson, P., Nicola-Richmond, K., & Partridge, H. (2025). ‘Where’s the line? It’s an absurd line’: Towards a framework for acceptable uses of AI in assessment. *Assessment & Evaluation in Higher Education*, 50(5), 705–717. <https://doi.org/10.1080/02602938.2025.2456207>