

# 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 3: Structural Shifts in Assessment Practice

APRIL 16, 2026

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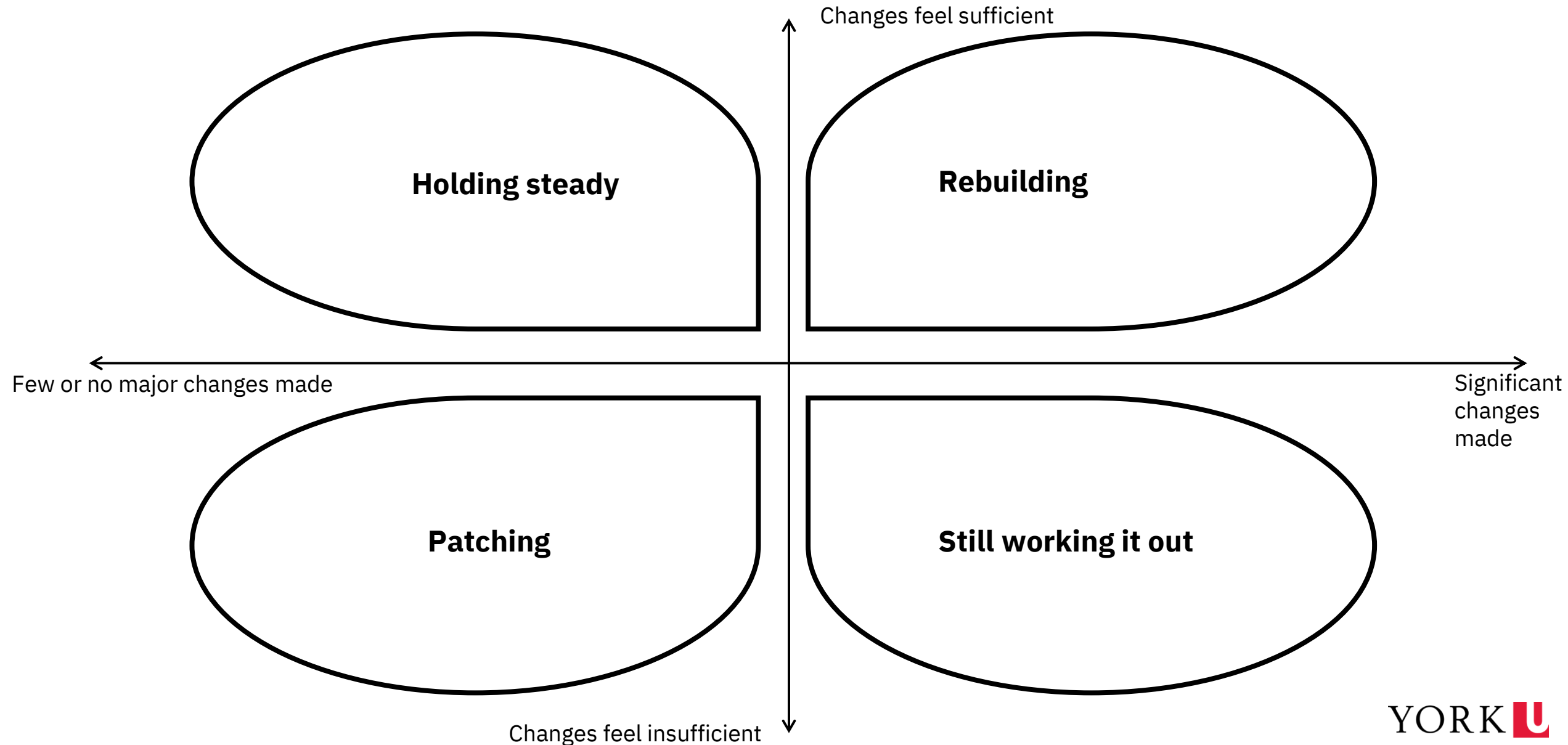
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- Contextual Pressures
- Structural Shifts Tidbit
- Scaling Up
- Potential Implications

# What changes have you made to your assessments?



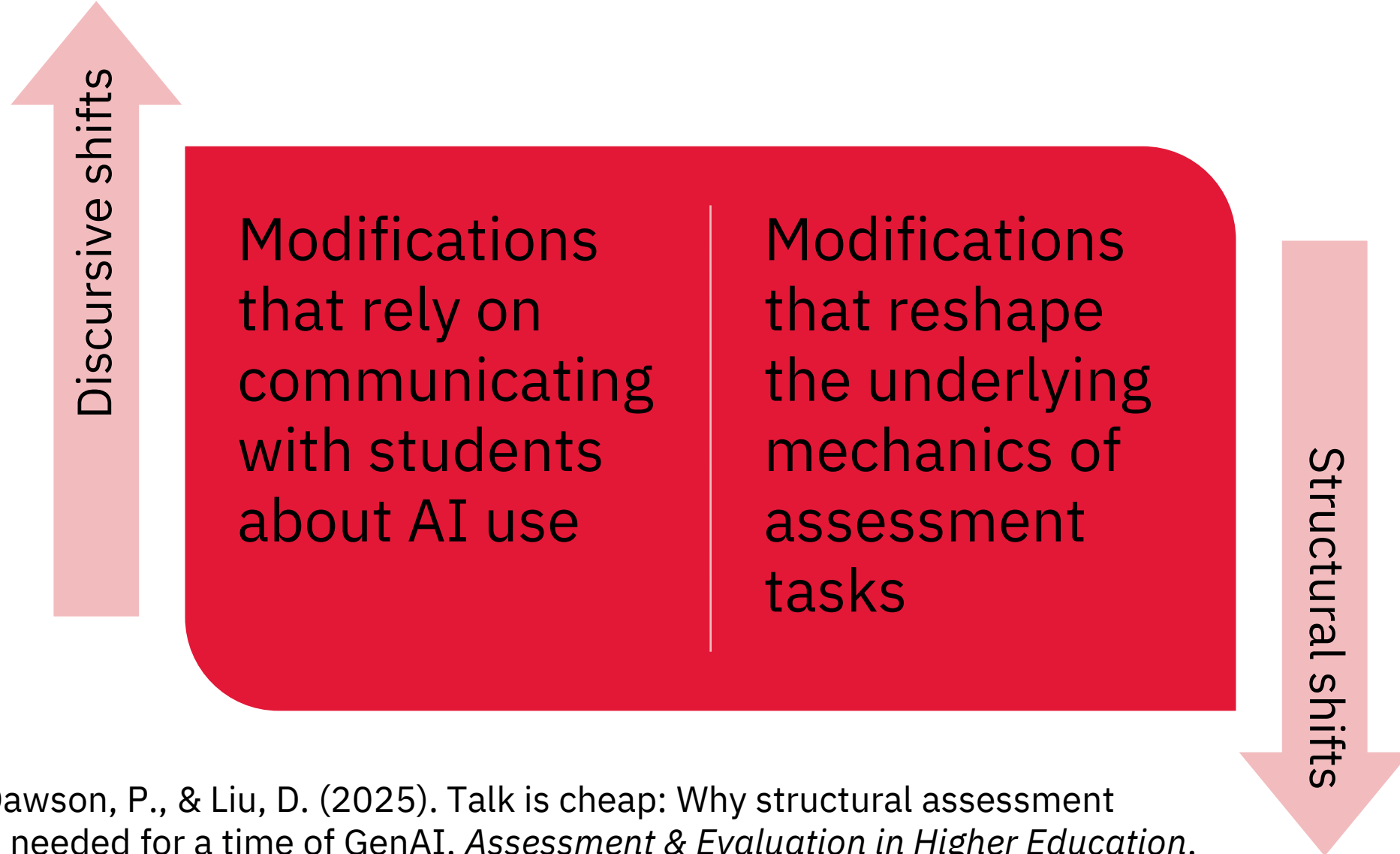
## Contextual Pressures

### ➤ **Why structural change is necessary but difficult**

- AI capabilities are outpacing surface-level redesign; institutional or contextual demands may create incentives for the appearance of change rather than its substance
- Research suggests discursive changes alone do not address the underlying validity questions AI raises (Corbin, et al., 2025)

This session presents a range of “depths” of change available to you, offering strategic options about where to invest

# 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>

## Structural Shifts Tidbit: Depth of change

- **Shallow:** Changes to existing formats without altering underlying logic
  - Adding a process journal, adjusting assignment to be more specific, requiring AI-use attribution
  - *Available immediately; reduces AI substitution but doesn't address what is fundamentally being assessed*
- **Medium:** Adding a layer of accountability or process visibility
  - A brief oral defence or check-in, a revision cycle with documented reasoning, tasks that build on prior steps
  - *Significantly more robust; requires more design investment and contact time*
- **Deep:** Fundamental rethinking of what assessment is for
  - Changing the task type entirely, redistributing grading weight, (re)building an assessment architecture at the program level
  - *Meaningfully addresses assessment validity; slow, resource-intensive, often requires collaboration beyond one faculty member*

## Structural Shifts Tidbit: Three principles

- These principles apply across all three levels of depth:
  - **Intellectual process is visible in some form (Purpose of assessment)**
    - Not just the final product but some record of the thinking that produced it
  - **At least one moment requires the student to account for their own reasoning (Authenticity of engagement)**
    - A point where delegation to AI is either impossible or beside the point
  - **The assessment rests on something AI cannot readily replicate (Trust in assessment)**
    - Contextual knowledge, disciplinary judgement, lived experience, or real-time accountability

## Scaling Up: From assessment to program

### ➤ Individual assessment

- Which depth of change is genuinely available to you right now and what would the next level require?

### ➤ Course design

- Does the course's assessment architecture distribute depth strategically or are all the high-stakes tasks at the shallow end?

### ➤ Program / curriculum

- Where in the program do students encounter deep structural engagement with their own thinking? If the answer is “only in the final capstone,” that may be too late

## Potential Implications

➤ Regardless of your stance on AI:

- **If you integrate AI:**

- Structural shifts at different depths influence whether integration produces genuine human-AI collaboration or substitution with extra steps

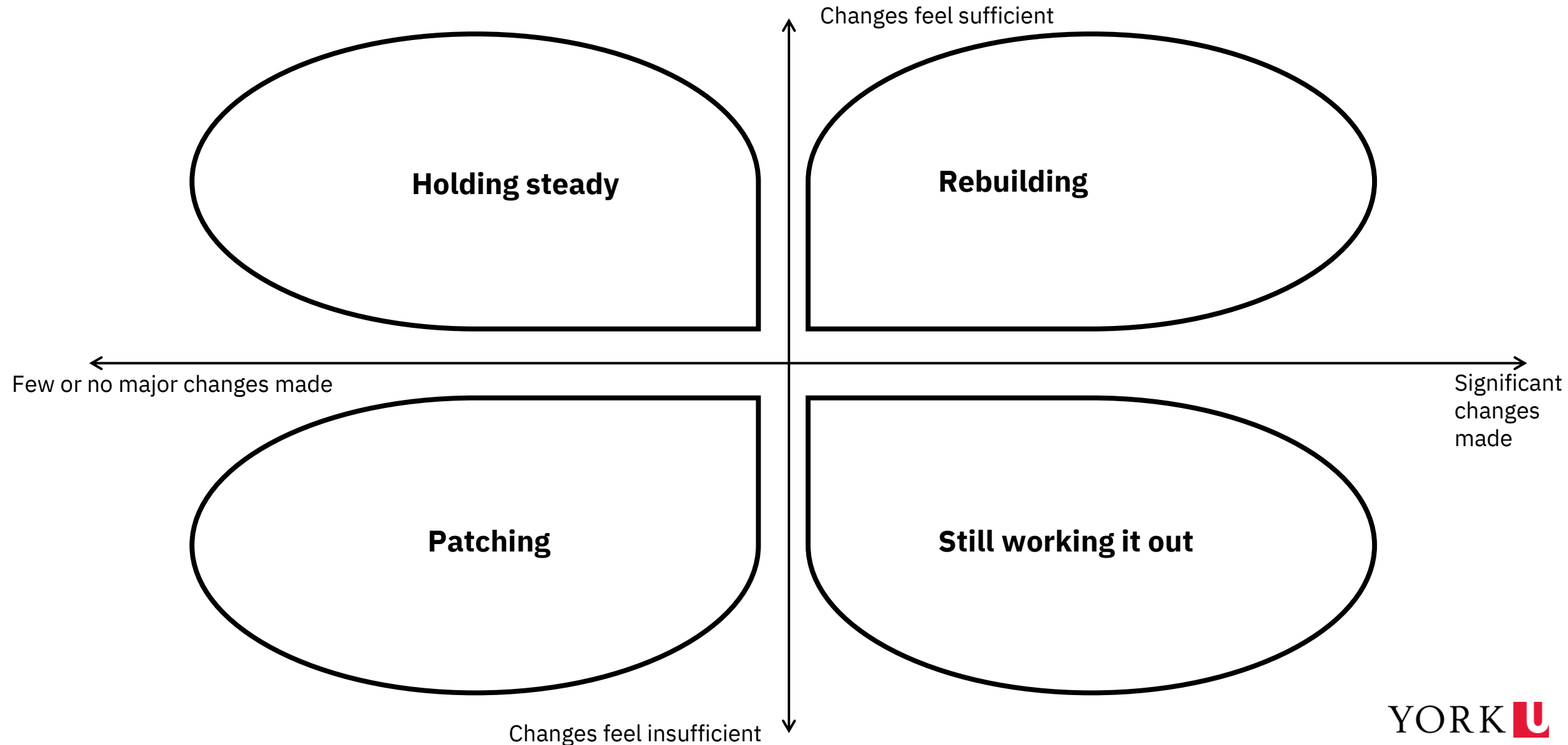
- **If you restrict or exclude AI:**

- Restriction only holds at the shallow level if policed. Structural depth creates assessment where genuine engagement is required by design

- **If you focus on AI literacy:**

- Structural shifts are where literacy gets practised beyond a literacy module, in assessments where students must do the thinking themselves

# What changes have you made to your assessments?



## Resources & References

- 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>
- 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>
- Nicola-Richmond, K., Dawson, P., Partridge, H., & Macfarlane, S. (2025). It takes a village: Program-wide approaches to redesigning assessment in a time of generative artificial intelligence. *Journal of University Teaching and Learning Practice*. <https://open-publishing.org/journals/index.php/jutlp/article/view/1711>