CAUTHE

Council for Australasian Tourism and Hospitality Education

Mid-year SIG in T&L Meeting
Embracing all things GenAI in inclusive assessment design

Co-chairs: Anastasia Yeark, Dr Sandra Cherro Osorio, and Dr Rawan Nimri

Acknowledgement of Country

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New SIG in T&L Co-chair: Welcome

Reflect

What is the purpose of **assessments**?

How might we understand assessment differently when we use AI as our **cognitive extension**?

Today’s agenda:



Gen AI student use showcase



Pedagogical lens for assessment design



Practical workshop

Narratives in the Media

Understanding the basics of AI is a must-have skill for Australian students and their teachers

By Natasha Banks, Lynn Gribble, Jake Renzella and Sasha Vassar
Posted 4 Feb 2025

NSW and most other states blocked the tool in public schools, to protect students from possible misinformation and curb cheating. But South Australia has allowed use of ChatGPT, in part so students can better learn and understand the potential and risks of artificial intelligence.



ChatGPT Is Making Universities Rethink Plagiarism

Students and professors can't decide whether the AI chatbot is a research tool—or a cheating engine.

Voice from the past: how one university is countering AI with ancient examination techniques

Narratives in the Media Cont.

ChatGPT has become the 'best teammate' to these Sydney university students – but is there a limit?

Students Respond to the Return of In-person Exams

'What is cheating?': Uni students want more clarity on ChatGPT use

Workforce Requirements

Klaviyo + ChatGPT Email Marketing Super Expert

Protein Milkshake

Remote

$18 - $50 an hour - Contract

Apply now

Job details

Here's how the job details align with your job preferences.
Manage job preferences anytime in your profile.

Pay

$18 - $50 an hour

EssenceMediacom | Social Executive

GroupM

Sydney NSW

Marketing Communications (Marketing & Communications)

Full time

More about you

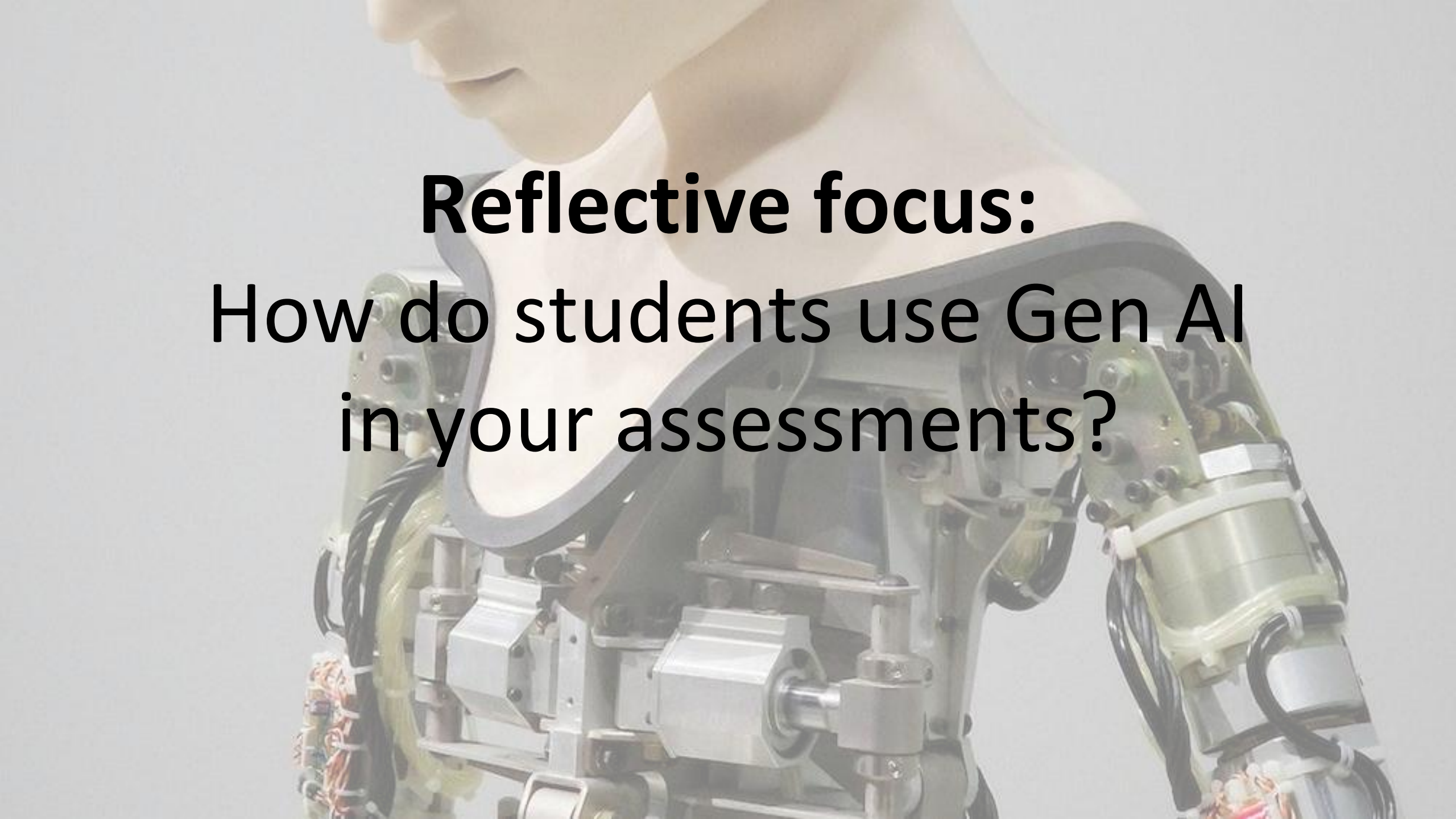
- Demonstrated experience creating content for social media channels (including your own), particularly Meta and TikTok
- Strong understanding of key social platforms including Meta, TikTok, Pinterest and Snapchat.
- Knowledge and proven ways to stay up to date with social media trends and Australian creators.
- Examples of copyrighting for social media, with a strong grasp of grammar and ability to consider a brand's tone of voice.
- Ability to edit and create content in-app (Instagram & TikTok), as well as using tools like Canva, Adobe, Figma, etc.
- Great communication skills, with working knowledge of Microsoft Office
- Some experience using social media management tools is a bonus (Later, Sprout, Sprinklr).
- A knowledge of entertainment, gaming and auto[illegible] brands/industries is beneficial.
- Experience using AI tools like Chat GPT is also a plus.
- Enthusiasm for learning and working as part of [illegible]eam is essential.

How students use Gen AI as an aid

- Students are already using AI tools—often without formal guidance.
- These informal strategies may conflict with academic standards.
- This creates a grey area for both students and educators.



Kremb, M. (n.d.). The Prompt Warrior, https://thepromptwarrior.com

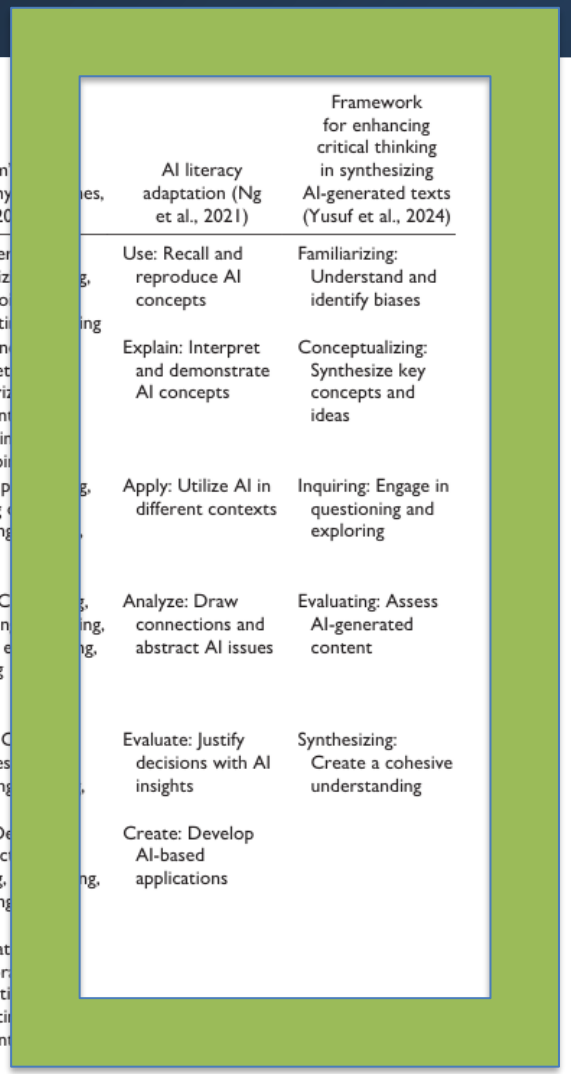


Reflective focus:

How do students use Gen AI in your assessments?


Students are using Gen AI, so how do we respond to it?

Pedagogical lens for critical thinking: AI fluency



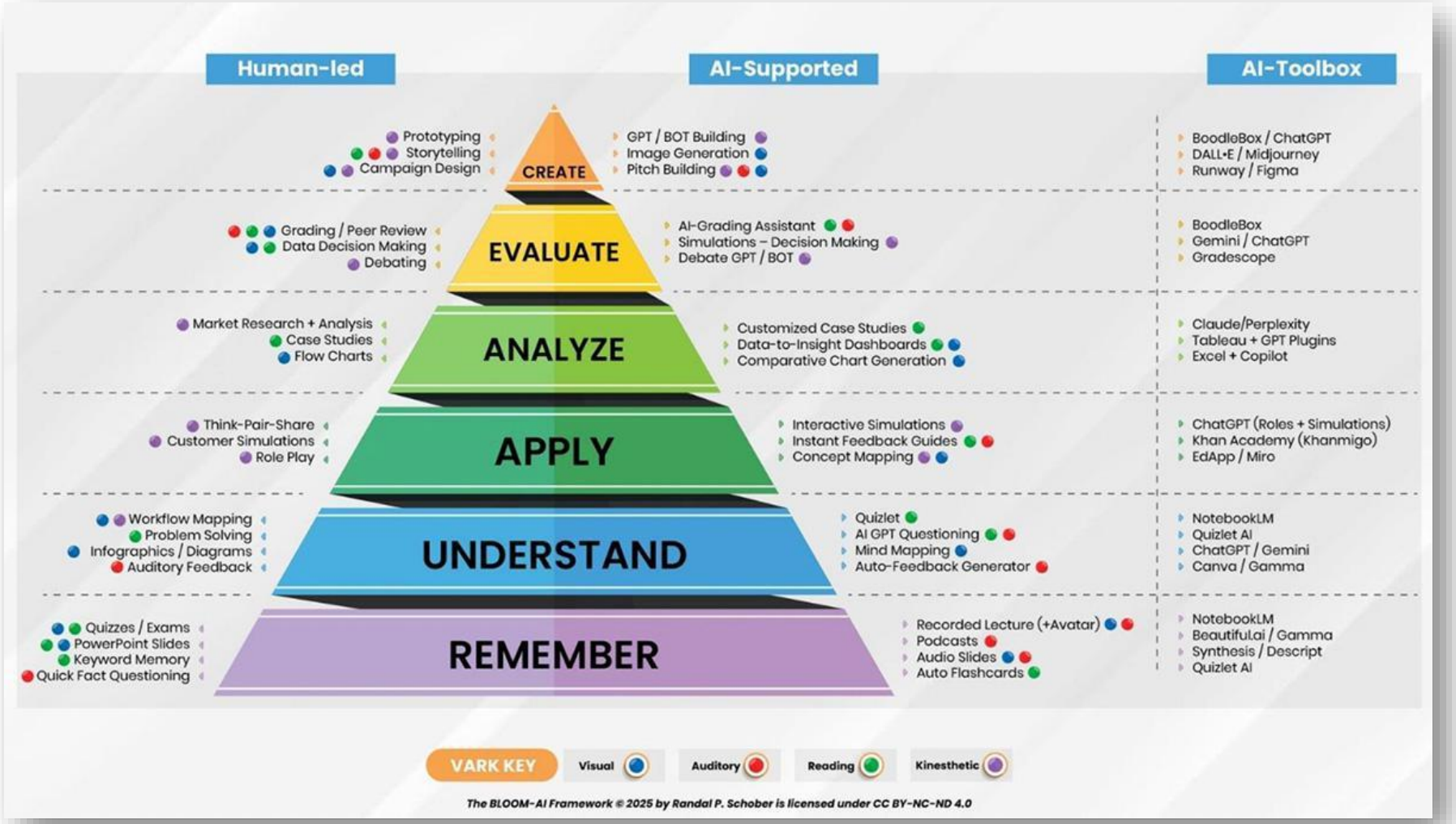
Original Bloom's Taxonomy (1956)	Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)	Future Cognitive Learning Taxonomy (Passig, 2003)	Bloom' Taxonomy 20	AI literacy adaptation (Ng et al., 2021)	Framework for enhancing critical thinking in synthesizing AI-generated texts (Yusuf et al., 2024)
Knowledge	Remember: Define, duplicate, list, memorize, repeat, state	Knowledge: Locate, search, filter, be updated, leave out	Remember Recogniz bullet po highlighti	Use: Recall and reproduce AI concepts	Familiarizing: Understand and identify biases
Comprehension	Understand: Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate	Comprehension: Expand, set up in a wider framework, invent symbols	Understan Interpret summariz comment annotatin subscribi	Explain: Interpret and demonstrate AI concepts	Conceptualizing: Synthesize key concepts and ideas
Application	Apply: Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch	Application: Initiate change, be flexible, decide, reorganize	Apply: Imp carrying uploadin editing	Apply: Utilize AI in different contexts	Inquiring: Engage in questioning and exploring
Analysis	Analyze: Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test	Analysis: Relevant choice, personal prism, disassembling, structuring	Analyze: C organizin reverse e cracking	Analyze: Draw connections and abstract AI issues	Evaluating: Assess AI-generated content
Synthesis	Evaluate: Appraise, argue, defend, judge, select, support, value, critique, weigh	Synthesis: Identify, connect	Evaluate: C hypothes reviewing testing	Evaluate: Justify decisions with AI insights	Synthesizing: Create a cohesive understanding
Evaluation	Create: Design, assemble, construct, conjecture, develop, formulate, author, investigate	Evaluation: Disqualify, process, check, confront	Create: De construc blogging, animating	Create: Develop AI-based applications	
		Melioration: Adaptation, connotation, simultaneity	Collaborat Collabor moderati negotiati comment		

Are our assessments still aligned with what learners need to be capable of in today's world?

How are they thinking critically, ethically, and creatively in partnership with AI?

Adapted from: Gonsalves, C. (2024). Generative AI's Impact on Critical Thinking: Revisiting Bloom's Taxonomy. Journal of Marketing Education, 1. https://doi.org/10.1177/02734753241305980

Pedagogical lens for critical thinking: AI fluency Cont.

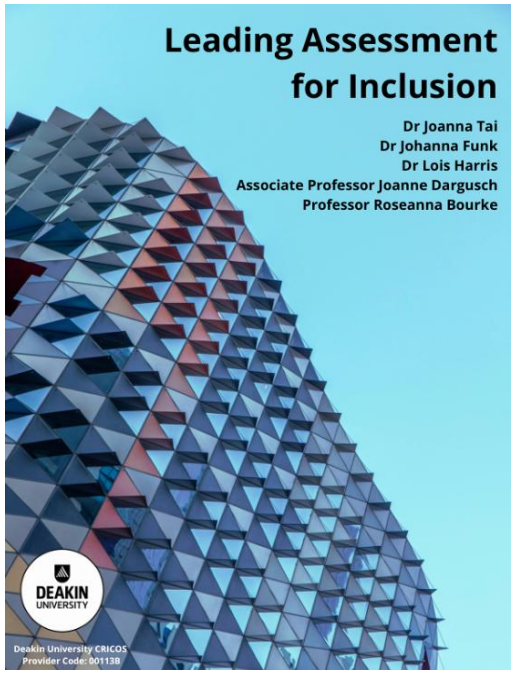


Adapted from *The BLOOM–AI Framework* by Randal P. Schober (2025), https://randalschober.com, licensed under CC BY–NC–ND 4.0.

Workshop Activity

You are designing an **AQF Level 7 assessment task** in your domain:
Events / Tourism / Hospitality.

✅ Use Gen AI tools during this session to develop your task
✅ Use *Leading Assessment for Inclusion* (pp. 56–61) as your checklist



Your assessment must:

- Be authentic, culturally relevant, and inclusive
- Work for a mixed cohort: tertiary, vocational, and high school entry
- Be for individual or group submission
- Anticipate Gen AI opportunities and challenges
- Include guardrails for ethical Gen AI use

Tai, J., Funk, J., Harris, L., Dargusch, J., & Bourke, R. (2024). *Leading assessment for inclusion*. Deakin University. https://oercollective.caul.edu.au/leading-assessment-inclusion

Workshop Activity Cont.

Your checklist:

✅ Multiple ways to show learning
✅ Builds student agency, voice, and belonging
✅ Authentic and future-focused
✅ Culturally inclusive — students “see themselves”
✅ Minimises structural barriers (timing, instructions, access)
✅ Aligned with UDL: engagement, representation, action/expression
✅ Transparent about Gen AI use and integrity
✅ Doesn’t assume paid access to Gen AI
✅ Sustainable learning beyond the unit
✅ Clear feedback and success criteria

Tai, J., Funk, J., Harris, L., Dargusch, J., & Bourke, R. (2024). *Leading assessment for inclusion*. Deakin University. https://oercollective.caul.edu.au/leading-assessment-inclusion

Feedback and Questions



Feedback Form link

Thank you!

Don’t forget to visit our designated page for updates and resources: Teaching & Learning | CAUTHE

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