CAUTHE

Council for Australasian Tourism and Hospitality Education

Mid-year SIG in T&L Meeting
Designing with GenAI, not outsourcing to it: assessment for the next phase of AI fluency

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

Acknowledgement of Country

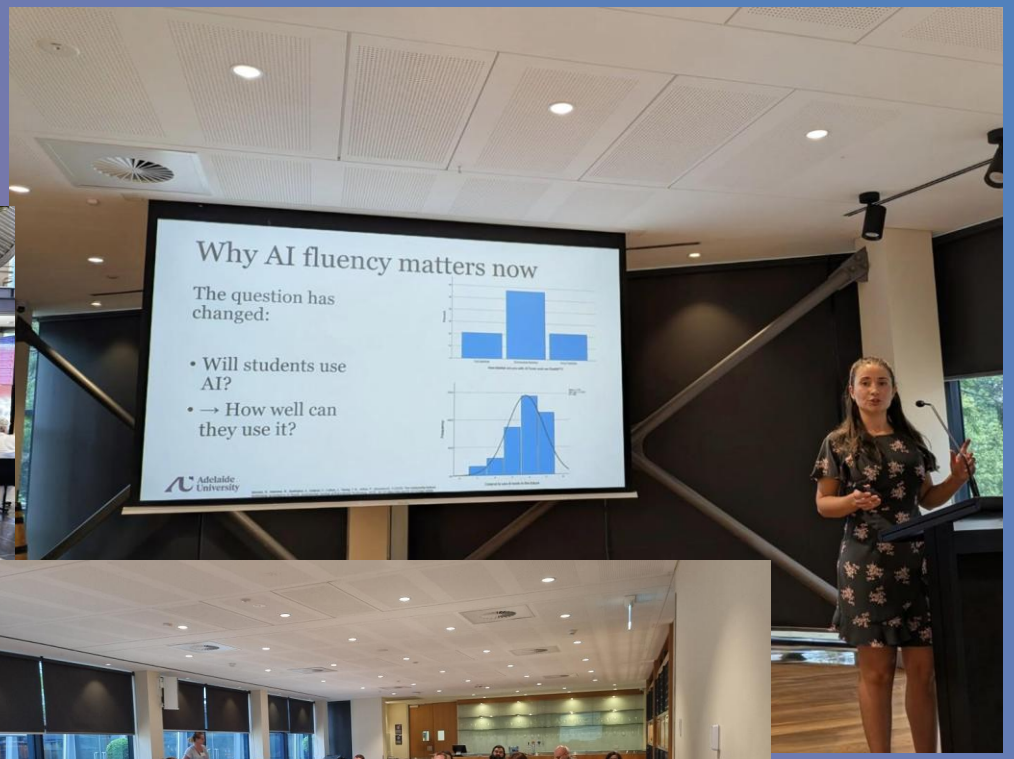
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CAUTHE 2026 T&L SIG Highlights











Thank you, everyone, who joined, especially Dr Rebecca Marrone!

Today’s agenda:



Sector shift: from AI fluency to integrity fluency



A pedagogical lens: Conversation, not delegation



Practical redesign workshop

Updated TEQSA academic integrity toolkit + emerging RRF

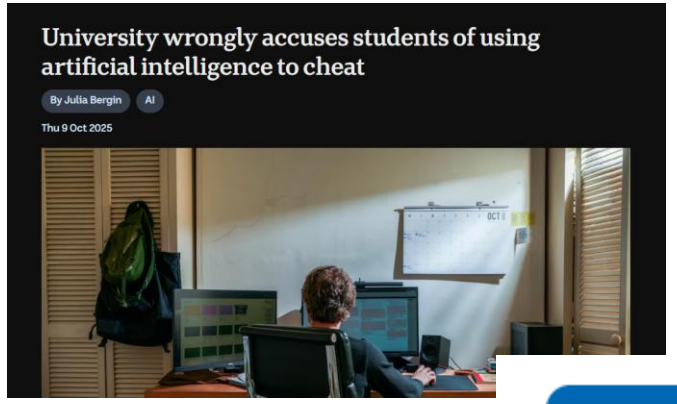
- Assessment security is shifting from detection after submission to risk-aware assessment design
- GenAI and different assessment types create distinct integrity risks requiring proportionate design controls
- The proposed RRF extends this shift to provider self-assurance, asking not only “Do we have controls?” but “Can we demonstrate their maturity and effectiveness?”

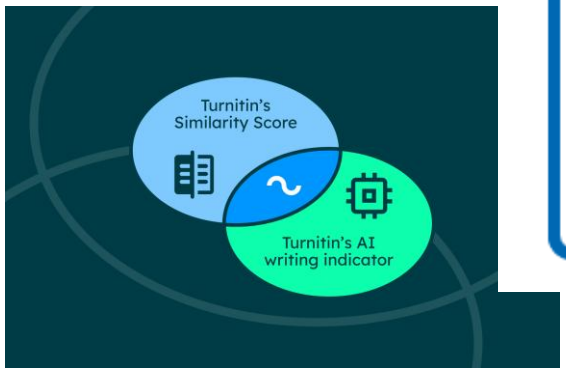


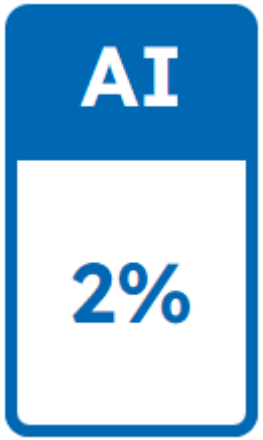
Adapted from: Gonsalves, C. (2024). *Generative AI’s Impact on Critical Thinking: Revisiting Bloom’s Taxonomy*. Journal of Marketing Education; TEQSA (2026a). *Academic Integrity Toolkit: Assessment Design and Security*; TEQSA (2026b). *Regulatory Risk Framework (Draft for Consultation)*.

Why assessment design now matters more than detection

- Detection tools cannot reliably identify GenAI use
- Students can generate plausible but shallow disciplinary responses instantly
- Traditional written formats are now easily reproducible by AI
- Assessment “security” depends on the evidencing process, reasoning and decision-making
- Integrity is strengthened when judgement becomes assessable, not assumed







ABC News 2025, *University wrongly accuses students of using artificial intelligence to cheat*, viewed 24 April 2026, https://www.abc.net.au/news/2025-10-09/artificial-intelligence-cheating-australian-catholic-university/105863524

What ‘outsourcing thinking’ looks like in practice



- Generic destination analyses without contextual judgement
- Framework application without interpretation or critique
- Reflective writing that reports experience but shows little learning
- Strategy recommendations not grounded in evidence selection
- Industry insights that are plausible but not defensible

These are not misconduct problems. They are assessment design signals.

Reflective pause: The HE educator's AI diagnostic

Scan the QR code and complete the short diagnostic (5-10 minutes). As you work through the questions, notice:

- Did the diagnostic challenge any assumptions you hold about how students use GenAI?
- Did it reveal differences between how you use GenAI and how you expect students to use it?
- Have you possibly formed an unintended bias about student GenAI use based on risk rather than evidence?
- What would help you recognise or measure this bias in your own assessment design decisions?

Be ready to share one observation with the group.

Source: Bassett, M. *The HE Educator's AI Diagnostic*
https://drmarkbassett.com/HE_Educator_AI_Diagnostic.html

Metacognitive Laziness or not

The ability to monitor, evaluate, and regulate your own thinking (Conversation, Not Delegation)

When students use AI well, they:

- Generate a draft, then evaluate it against their own understanding
- Get AI feedback, then decide what to accept and what to reject
- Use AI to explore options, then judge which options make sense
- Read AI output, then question whether it's actually correct

They pause to think about AI output.

Borck, M. (2026). *Conversation, not delegation: How to think with AI, not just use it*. https://michael-borck.github.io/conversation-not-delegation/

Metacognitive laziness or not?

When students use AI poorly, they:

- Generate a draft and submit it
- Get AI feedback and accept it
- Ask AI for the answer and copy it
- Read AI output and assume it is correct



They stop asking “Do I understand this?” and start asking “Does this look right?”

Borck, M. (2026). *Conversation, not delegation: How to think with AI, not just use it*. https://michael-borck.github.io/conversation-not-delegation/

Where delegation appears in common tourism and hospitality assessments

	Delegation Mindset	Conversation Mindset
What you ask	“Write me a marketing plan.”	“What are the weaknesses in my marketing plan?”
What you get	A finished artifact	A sharper understanding of your own strategy
What you lose	The thinking that would have made the plan yours	Nothing. You gain capability you did not have before.
What you ask	“summarise this research paper.”	“What are the three strongest objections to this paper’s methodology?”
What you get	A paragraph you could have written in ten minutes	A critical lens you might not have developed for years

Borck, M. (2026). *Conversation, not delegation: How to think with AI, not just use it*. https://michael-borck.github.io/conversation-not-delegation/

Making student judgement visible when GenAI is available

Self-check before acting on AI output.

Question	Good sign	Warning sign
Can I explain this in my own words?	Yes, I understand the reasoning	I would struggle to explain it
Does it fit my specific context?	Addresses my situation, constraints, audience	Generic enough to apply to anything
Have I verified the key claims?	Checked against credible sources	Took the AI's word for it
Could I defend this if challenged?	Confident in the substance	Would need to go back and check

Borck, M. (2026). *Conversation, not delegation: How to think with AI, not just use it*. https://michael-borck.github.io/conversation-not-delegation/

The VET Framework

Step	Question	What you do
V – Verify	Can I find this independently?	Cross-reference claims against credible sources. If the AI cites something, look it up.
E – Explain	Can I explain this in my own words?	If you cannot walk someone through the reasoning, you do not understand it well enough to use it.
T – Test	Does this hold up under scrutiny?	Challenge the output. Change the assumptions. Ask "what if the opposite were true?"

Borck, M. (2026). *Conversation, not delegation: How to think with AI, not just use it*. https://michael-borck.github.io/conversation-not-delegation/

Design moves that align with the VET Framework



Start with the assessment

Recommend three strategies to improve visitor dispersal in a destination.

V – Verify	E – Explain	T – Test
Require students to verify key evidence or AI-generated claims against credible destination, industry or research sources.	Require students to explain why each strategy fits this particular destination, rather than simply presenting recommendations.	Introduce a constraint or alternative scenario and ask students to test whether their recommendation still holds.
Evidence selection and verification	Contextual reasoning and judgement	Adaptability and defence of decisions
What must students independently establish as credible?	*What must students be able to explain in their own reasoning?*	*What can I change, challenge or question to test whether they understand their decision?*

The design shift:

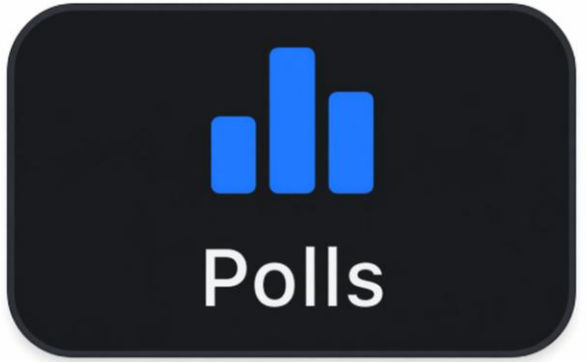
Do not try to make the final product AI proof.

Design opportunities for students to demonstrate the thinking behind it.

Reflective pause: Where does delegation happen in our assessments?

Where is GenAI most likely to replace student judgement in your tourism, hospitality and events assessments?

- Based on the diagnostic you've just completed, choose the area where GenAI is most likely to replace student judgement in your assessments.
- There isn't a right answer here. The goal is simply to identify where delegation is most likely happening in our current task design.
- Once the results come through, we'll use them to think about how assessment can be adjusted to make student reasoning more visible rather than outsourced.

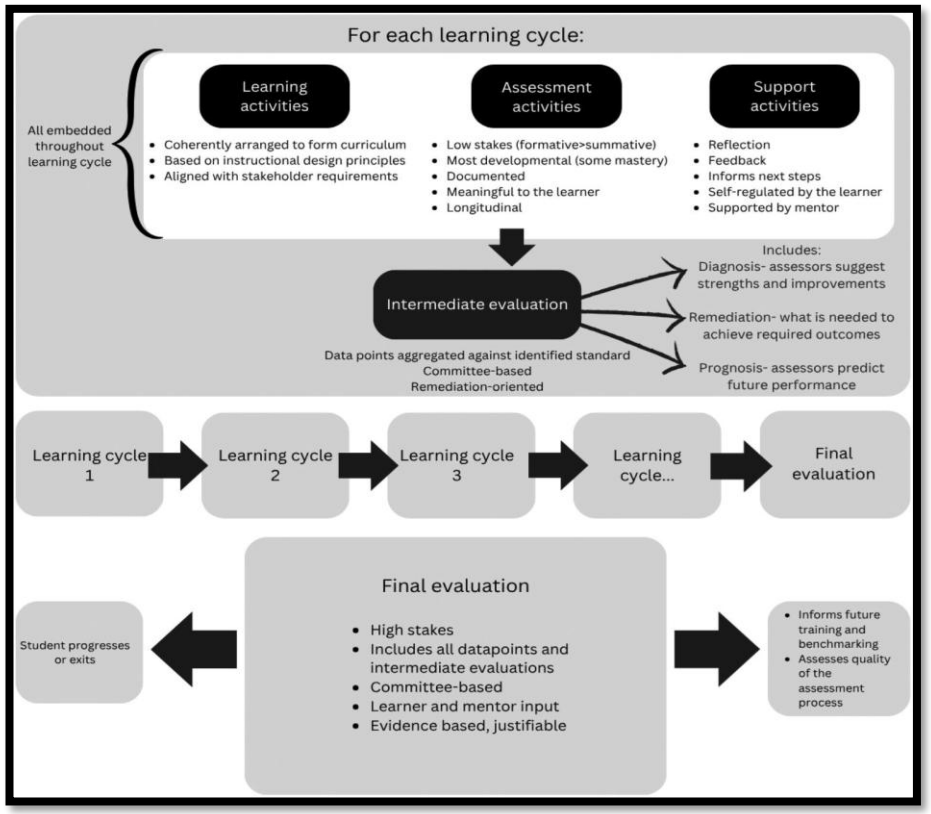


Programmatic assessment in a GenAI-enabled environment

Programmatic assessment strengthens integrity by:

- collecting multiple small pieces of learning evidence
- tracking the development of judgement over time including reflection, justification and revision
- reducing reliance on single high-stakes submissions

This aligns with updated sector expectations that assessment security begins with understanding risk in task design rather than detecting problems after submission.



Adapted from: Carter, S, Bennett, S, Hawkins, J & Southam, D 2025, *Programmatic assessment: a literature review of challenges, opportunities and useful tools to support student transition to the workplace*, Assessment & Evaluation in Higher Education, pp. 1–18, https://doi.org/10.1080/02602938.2025.2567538

Example: Staged assessments in third-year subject

Podcast listening related to the weekly topic, followed by in-class Socratic questions

→

Inclusion and practice of sustainability-related vocabulary in class activities

→

Live demonstration sessions (students and lecturer)

→

Justified evaluation demonstrating student judgement through a simulation and live podcast

The key question for us now is what this might look like inside our own subjects.

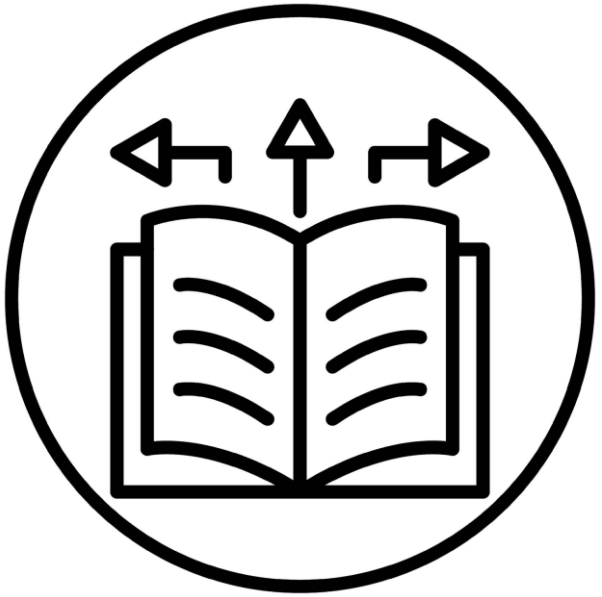
Practical redesign workshop

Work within the tourism, hospitality, or events sectors using breakout rooms.

Select one assessment option:

- Destination strategy
- Service recovery scenario
- Visitor experience design
- Sustainability audit
- Industry trend analysis

Identify where Generative AI could provide a plausible answer without requiring student judgment and modify one element to promote critical thinking.



Be prepared to share your redesign with the group.

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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