

Adapting teaching practice and strengthening authentic assessment

VCC's institutional response to ChatGPT

While Artificial Intelligence (AI) has been part of the educational technology landscape for some time ChatGPT and other AI tools have stimulated a new discussion in higher education about the role these tools should play in teaching and learning. At this point in time, VCC's position is that AI introduces an opportunity to explore how to use AI ethically in teaching and learning as well as rethink course design and assessment practices. Teaching and learning is constantly evolving—at one-point calculators, televisions, computers, and mobile phones were all considered disruptive technologies.

As grounding principles, we find it helpful to reference [Dr. Sarah Eaton and Lorelei Anselmo's work](#) that states:

1. Using artificial intelligence for schoolwork does not automatically equate to misconduct.
2. Artificial intelligence can be used ethically for teaching, learning, and assessment.
3. Trying to ban the use of artificial intelligence in school is not only futile, it is irresponsible.
4. Human imagination and creativity are not threatened by artificial intelligence.
5. Assessments must fit for purpose and should align with learning outcomes.
6. Artificial intelligence is not going anywhere. We must learn to work with new technology, not against it.

Academic Integrity and privacy

[VCC's academic integrity policy](#) still applies to student work that uses AI tools. Additionally, there may be situations where the design of the assessment will allow students to use AI technology as a teaching and learning tool. In this situation, as with other third-party educational technology tools that have not gone through a privacy impact assessment (PIA), students **cannot be required** to use these tools. It is also important to be aware that technologies such as ChatGPT use unidentified data sources that can perpetuate existing biases, may be inaccurate, and questionable in terms of user privacy, labour, among other concerns. The complex information environment in which we live requires critical and active engagement from learners to interact and ethically utilize diverse information sources, including AI-generated content.

Alternative and Authentic Assessment

As a community college with many applied programs, we are already aware of the importance of assessments that demonstrate a learner's knowledge in ways that are not easily circumvented by AI tools. For example, demonstrating competencies or adopting multistage writing assignments which document learning are some examples of authentic assessments. While there are already AI detection tools available, our position is that students and instructors are better served by thoughtful construction of courses and assessments, and this is undertaken in a curriculum design and course development process. Ensuring a consistent approach and alignment with program outcomes is facilitated when instructors within a program work together and adopt a consistent approach. [CTLR](#) is well equipped to provide faculty assistance around alternative and authentic assessment. The VCC library has also prepared a LibGuide on [ChatGPT and AI Technology](#) that includes a section on authentic assessment.

See also: [Authentic Assessment Strategies](#)

Quality Assurance

As VCC evolves its curriculum development and quality assurance process, there will continue to be opportunities to explore and share approaches to alternative and authentic assessment, course design, and the use of technologies in teaching and learning.

Additional Opportunities

The theme of this year's [VCC Teaching, Learning and Research symposium](#) is *Designing for today's post-secondary landscape*. It will provide an important professional development opportunity for VCC faculty and staff and will include the topic of ChatGPT and AI.