

Issues with the move to AI- proof assessments

Neil McGregor – University of Manchester, Centre for Academic English

Departure – context of response

Via - Current trial

Destination – issues & next steps

Context of response

- Lots of activity
 - Generally positive
 - Greater interest in alternative assessments
- Some general guidance
 - AI-assisted malpractice treated same as other malpractice
- No definitive decisions

Current trial

- Critical reviews
 - Used across the university
 - Easy target for AI malpractice
 - + Understanding of material
 - + Ability to think critically

- Time consuming
- Only 1 or 2 texts per course

ILO 1: *Assess and evaluate psychological theories and practices as they relate to organisational problems and decision-making*

ILO2: *Critically evaluate published international business research.*




How universities can enhance student mental wellbeing: the student perspective

Chi Baik, Wendy Larcombe & Abi Brooker

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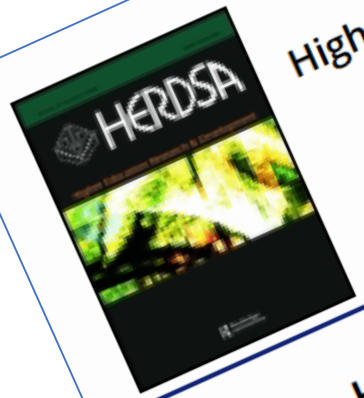
A

Baik, Larcombe, and Brooker (2019) offer a comprehensive review of existing literature on how universities can enhance student mental wellbeing. The authors highlight the importance of understanding the causes and consequences of mental health issues among university students, and they provide a range of evidence-based strategies that universities can adopt to improve student mental wellbeing.

One strength of the paper is its focus on evidence-based strategies, which are drawn from a range of disciplines including psychology, education, and public health. The authors also provide practical advice for universities on how to implement these strategies, making the paper useful for university administrators and policymakers.

However, one limitation of the paper is that it is primarily a review of existing literature and does not present original research. Additionally, the paper is focused on universities in Australia and may not be generalizable to other contexts.

Overall, Baik, Larcombe, and Brooker (2019) provide a valuable resource for universities seeking to enhance student mental wellbeing. However, further research is needed to determine the effectiveness of these strategies in different contexts and to identify



Higher Education

ISSN

How to cite

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How universities can enhance student mental wellbeing: the student perspective

Chi Baik, Wendy Larcombe

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D

Baik, Larcombe, and Brooker (2019) explore how universities can enhance student mental wellbeing from the student perspective. The authors provide a comprehensive review of the literature and conduct interviews with students and staff members to provide practical recommendations.

The authors identify stress, social isolation, and a range of evidence-based strategies for the provision of mental health services on campus environments.

The authors also provide recommendations that suggest that universities should provide appropriate support and development for students.

Overall, Baik, Larcombe, and Brooker (2019) are seeking to enhance student mental wellbeing and experience through their research and practical recommendations.

C

A thorough overview of the literature on how universities may improve students' mental wellbeing from the perspective of the students is provided by Baik, Larcombe, and Brooker (2019). The writers examine the many aspects of student mental health and offer colleges with evidence-based strategies.

The writers' empirical research identifies particular difficulties and strong points. They also offer mental health strategies and suggestions for improvement.

The writers' focus on academic fields, and their research in order to improve mental health.

The paper's primary focus is on practical recommendations rather than presenting and analyzing interviews.

Overall, Baik, Larcombe, and Brooker (2019) provide institutions looking for a student viewpoint of the student experience with practical guidance. To cope with various situations, universities should adopt these strategies in different contexts.

B

Baik, Larcombe, and Brooker (2019) explore the student perspective on how universities can enhance student mental wellbeing, and provide a range of evidence-based strategies for universities to adopt. The authors conducted a comprehensive review of existing literature, as well as interviews with students and staff members at Australian universities.

One strength of the paper is its focus on understanding the student perspective and offering a nuanced and practical approach to address these issues.

However, one limitation of the paper is its focus on Australian universities. Additionally, the paper does not present original research and interviews.

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- ULEN2002 Advanced English Language in Use - II 2022-23 2nd Semester
- Instructor: Copyright advice
- Welcome Page
- COURSE INFORMATION
- Course Content
- ASSESSMENT
- Assessments
- Academic Malpractice Awareness Course
- COURSE RESOURCES
- My Learning Essentials
- Media Resources
- Handbooks
- SUPPORT AND GUIDANCE
- Student Support Services
- Employability & Careers
- eLearning Support
- Staff Area

- Course Management
- Control Panel
- Files
- Course Tools
- Evaluation
- Grade Centre
- Needs Marking
- Full Grade Centre
- Assignments
- Tests
- Users and Groups
- Customization
- Package and Utilities

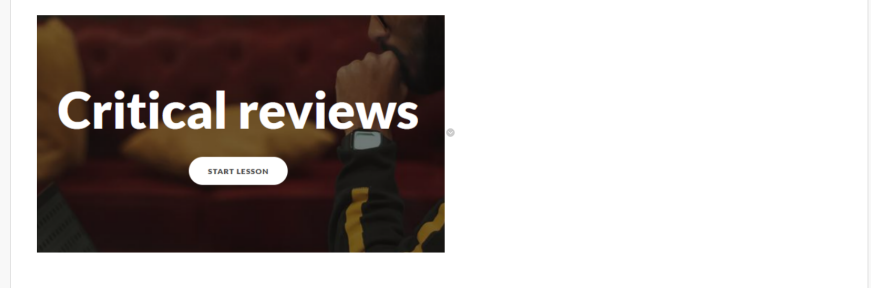
Research project with Neil

Build Content Assessments Tools Partner Content Discover Content

Enabled: Statistics Tracking
As promised when I came to speak to you in class, I am starting to put some of the material for the research project here for you.
First off is a link to the research article that I gave you printed copies of when I came to your class.
The article we would like you to read can be found at https://www.fcu.edu/fuacenter/files/info_nao_resources/info_articles/2022baik_et_al_student_wellbeing.pdf

Critical reviews

Enabled: Statistics Tracking



Which critical evaluation is better? - the 4 reviews

Availability: Item is available, but some students or groups may not have access.
Enabled: Adaptive Release, Statistics Tracking

1. Annotate the review you think is best with the phrase "This one is the best"
 2. Make at least 4 more annotations (they can be in any of the reviews)
 - = 2 things you agree with
 - = 2 things you disagree with
- Copy for Garcia Nagore

Which critical evaluation is better? - the 4 reviews

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- Copy for Nana Yasukawa

Course Management

▼ Control Panel

▶ Files →

▶ Course Tools

▶ Evaluation →

▼ Grade Centre →

Needs Marking

Full Grade Centre

Assignments

Tests

▶ Users and Groups

▶ Customisation →

▶ Packages and Utilities →



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Copy for Garcia Nagore

Which critical evaluation is better? - the 4 reviews

ULEN20052 Advanced English Language in Use - II 2022-23 2nd Semester

0 Students Grade (Out of 10)

← All Students → ✓ Submit Grade

1 of 2

Automatic Zoom

ULEN20052 Advanced Engli... ? ? ?

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Annotations⁵ Page Notes

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[Redacted] 2 hrs ago

A wide variety of academic fields, such as psychology, education, and public health, are c

I disagree with it, there are essence of those keywords, but they are not main points.

[Redacted] 2 hrs ago

D

Which critical evaluation is better? - the 4 reviews

ULEN20052 Advanced English Language in Use - II 2022-23 2nd Semester

0 Students

← All Students

1 of 2

Automatic Zoom

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Annotation

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Task

1. Generate reviews
2. Critically evaluate the reviews
3. Report evaluation

Issues and responses

- Feedback from students
 - “...but *writing* is my problem”
- Scalability
 - Automate marking as much as possible
 - Return to sit down exams
- Reliability
 - Contextual factors affect test-retest
- Fairness
 - equal access for all or for none

Issues and responses

- Validity & Constructive alignment

- *“ILO3: To be able to critically evaluate published research reports.”*
- *“ILO4: Participants should be able to show enhanced skills in written, visual and oral presentation”*

but

- *“ILO5: ...use communications and information technology in acquiring, analysing, and communicating information”*

