



Charles Sturt
University

SLOWposium Elevate the Pitch

Ethical AI use in authentic assessment:
Pathways for inclusive learning design

2nd September 2026

Dr. Peter Adjei-Bamfo (SoB)

MGT553_202630 Project Management

- **Requires authentic assessments** requires students to apply knowledge and skills to practical situations and problems using business cases.
- About 180 postgraduate students (BD, SDI & MEI) in diverse professions and disciplines [e.g., entrepreneurs, asset managers at LGAs, visual artists, HR managers, and managers at state emergency services, nonprofit managers, IT, health and sciences, education, policing, etc.]
- Assessment 1: Our PMBOK (Project Management Body of Knowledge) – 15%
 - ☐ Research on an allocated topic
 - ☐ Post in Brightspace discussion forum
 - ☐ Comment on 3 of peers' posts
 - ☐ Copy all (including peer posts provided) into one Word file and submit via Brightspace Assessment
- 'Our PMBOK' becomes a valuable source of information for future assignments (i.e., plan in A2 & proposal pitch in A3)

What Changed my Thinking ...

- Found an increase GenAI use by students, raising academic integrity concerns.
- Part of recent socio-political and economic trends influencing HE learning and teaching.
- Critical skill sought after by employers – want 39% of workers' core skills to change by 2030 [World Economic Forum's [Future of Jobs Report 2025](#), p. 6]
- TEQSA's resources - evidence-informed approaches to **assure student learning in GenAI** through adaptive capabilities, including assessment reform principles (Lodge et al., 2026).
- Now viewed by HE institutions and educators as core skills for learners
- Foundational Critical AI Literacies Program – CSU institutional level
 - i. **Tier 1 Foundational Critical AI Literacies**
 - ii. **Tier 2 Applied Critical AI Practices**



The Redesign of Assessment 1: Our PMBOK – 15%

Authentic Assessments (Kofinas et al., 2025)

Foundation & Task Revision:

- ED Involvement (**Ingrid Wilmott**)
- SLOs maintained
- A1 task revised & streamlined, including reducing topics allocated
- GenAI statement referencing the **S.E.C.U.R.E. Framework**.

Critical Review:

- ~500-word Critical Review:
- Why chosen method
- Content–context alignment.
- Limitations of chosen method.
- Changes to consider in future research.

Rationale & Skill Development:

- Clarifying skills being developed.

E.g.,

- evaluating AI output,
- how AI shapes our reasoning,
- AI limits and risk,
- Safe AI use and transparent learning.

Inclusive Design (Larkin et al., 2014)

Student Choice:

- AI-assisted choice
- Human-only choice

NB:

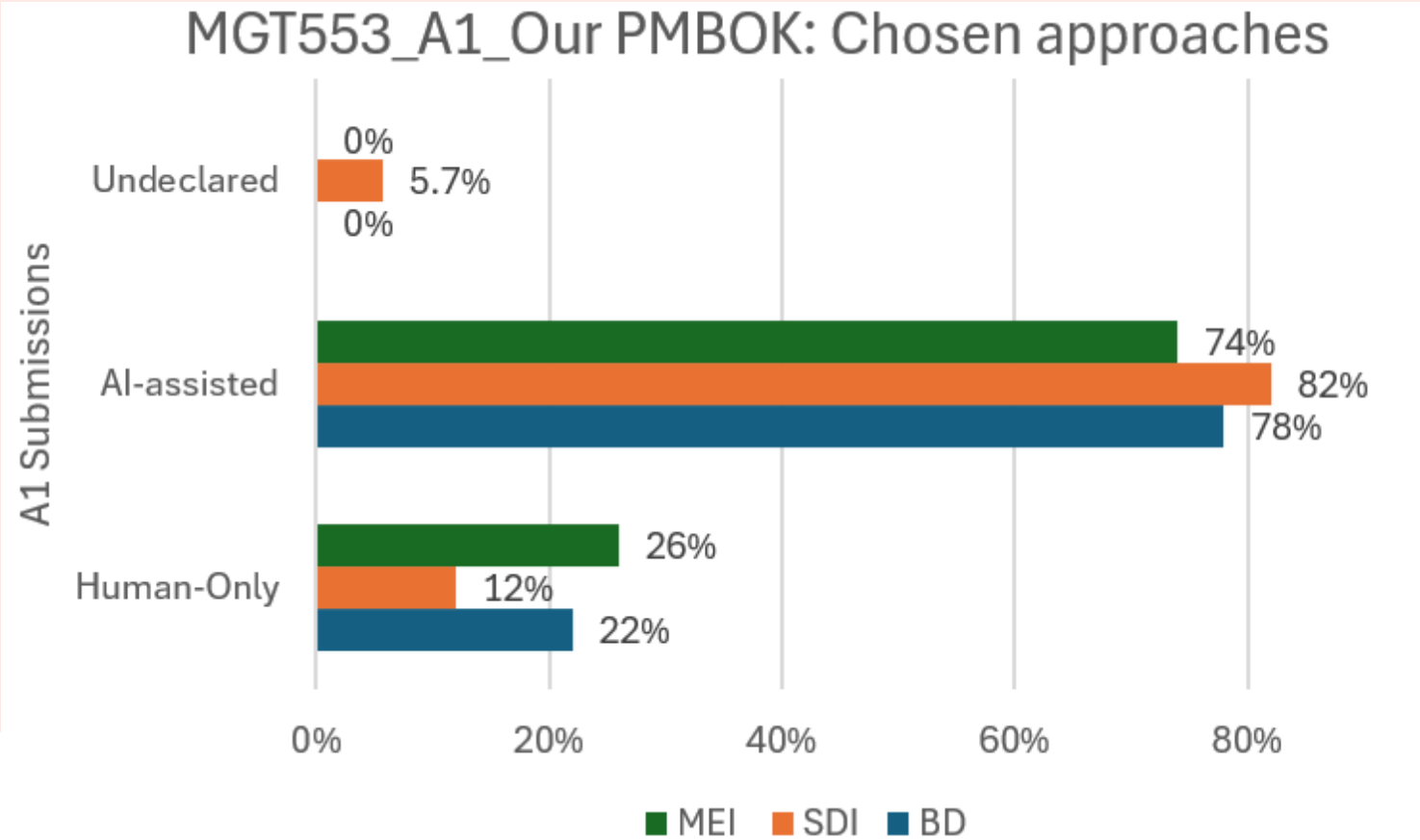
- Equal weighting,
- Same rubric,
- Same word count.

Preparation & Support:

- Preparation checklist
- GenAI support **resources** in Brightspace.

Students' Participation and Behaviour Change

MGT553_A1_Our PMBOK: Chosen approaches by Students				
	Human-Only	AI-assisted	Undeclared	Total
Total	29	142	7	178



AI Tools Used:

- Perplexity
- CSU's Primo AI Research Assistant
- ChatGPT
- Copilot
- ChatGPT
- Google Gemini

Evidence of Work Quality and Students' Participation

Reason for AI-assist:

- i. Access different industry sources for context beyond theoretical concepts for allocated topics (e.g.: stakeholder management).
- ii. Experiment possibilities of GenAI in academic research
- iii. Develop skills for current work
- iv. Refining and ideation
- v. Test potential to enhance efficiency and breadth of research
- vi. Reflect broader contemporary prof'l practice
- vii. Ensure depth and coherence of research

Reasons for Human-only:

- i. Workplace policy constraints
- ii. Maintain academic and professional integrity
- iii. Personal learning preference
- iv. Professional experiences with organisational culture
- v. Depth of the topic than shallow summaries

Why this Matters and What Next

- GenAI should **not replace ethical reasoning** – contextual awareness, and accountability of PMs.
- **Co-creative** and **complementary tool** for ideation, not compromising academic integrity.
- Equity assurance for students' choices
- Value of GenAI in its **interactive use**
- **Transparency** in learning decisions (types of tools & content verification)

References:

- Kofinas, A. K., Tsay, C. H. H., & Pike, D. (2025). The impact of generative AI on academic integrity of authentic assessments within a higher education context. *British Journal of Educational Technology*, 56: 2522–2549. <https://doi.org/10.1111%2Fbjet.13585>
- Larkin, H., Nihill, C., & Devlin, M. (2014). Inclusive practices in academia and beyond. In *The future of learning and teaching in next generation learning spaces* (pp. 147-171). Emerald Group Publishing Limited.
- Lodge et al. (2026). Assuring quality learning in a gen AI-integrated future: The role of adaptive capabilities. TEQSA, <https://www.teqsa.gov.au/sites/default/files/2026-06/assuring-quality-learning-in-a-gen-AI-integrated-future.pdf>
- World Economic Forum (2025). Future of Jobs Report 2025. https://reports.weforum.org/docs/WEF_Future_of_Jobs_Report_2025.pdf



Charles Sturt
University

Thank you!

Questions?

