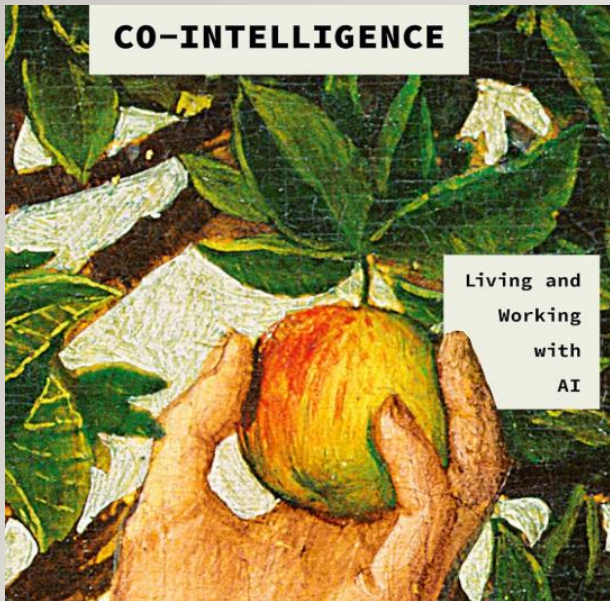


General Studies Assessment in an AI World

Todd Laugen, Dir. of General Studies

- GS Assessment = shared, collaborative work across campus
- Many GS Outcomes easily completed by AI tools
- Goal of Authentic Assessment: human-completed tasks in unpredictable contexts that demonstrate understanding and skill in an iterative process

AI a powerful tool → Alignment Matters



“Alignment is what determines whether or not it’s used for helpful or harmful—even nefarious—ends”

–Ethan Mollick

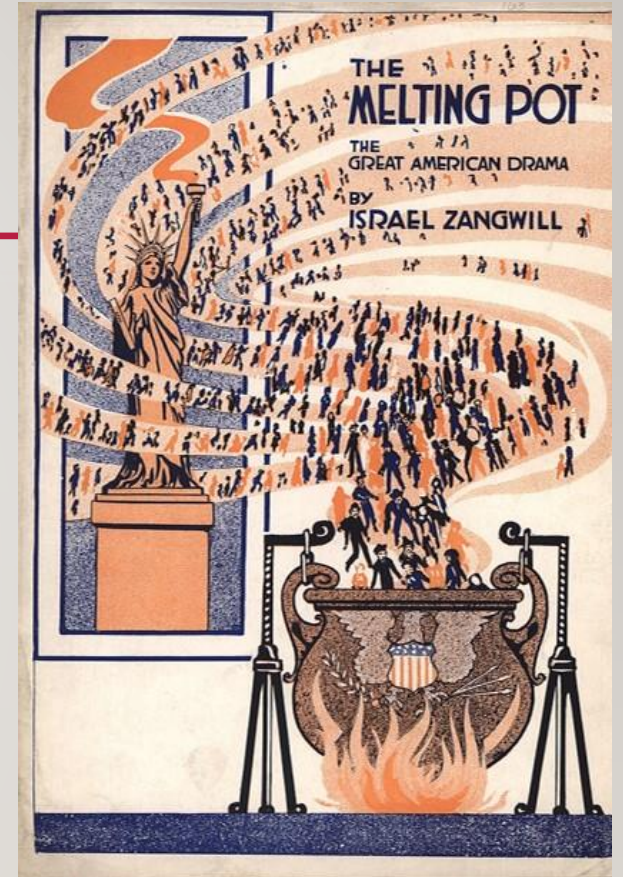
GS shared challenge: how to align AI to assess human performance?

AI responses to General Studies SLOs can quickly **imitate expert humans**:

- **“Describe foundational concepts in the Social and Behavioral Sciences.”**
- **“Describe how the context...influences the creation, content, or interpretation of a text, performance, work of art” (AHUM)**
- **“Explain the foundational knowledge of a particular field of Natural or Physical Science”**

AI-Aware Assessment in General Studies?

- Consider a Historical category course:
“HIS 1150 Race and Social Justice in US History”
- Can we align AI with the General Studies Learning Outcomes?



Cover of Zangwill play,
“The Melting Pot” (1908)

SLOs in this course not about traditional assessments

Instead of memorization and recall:

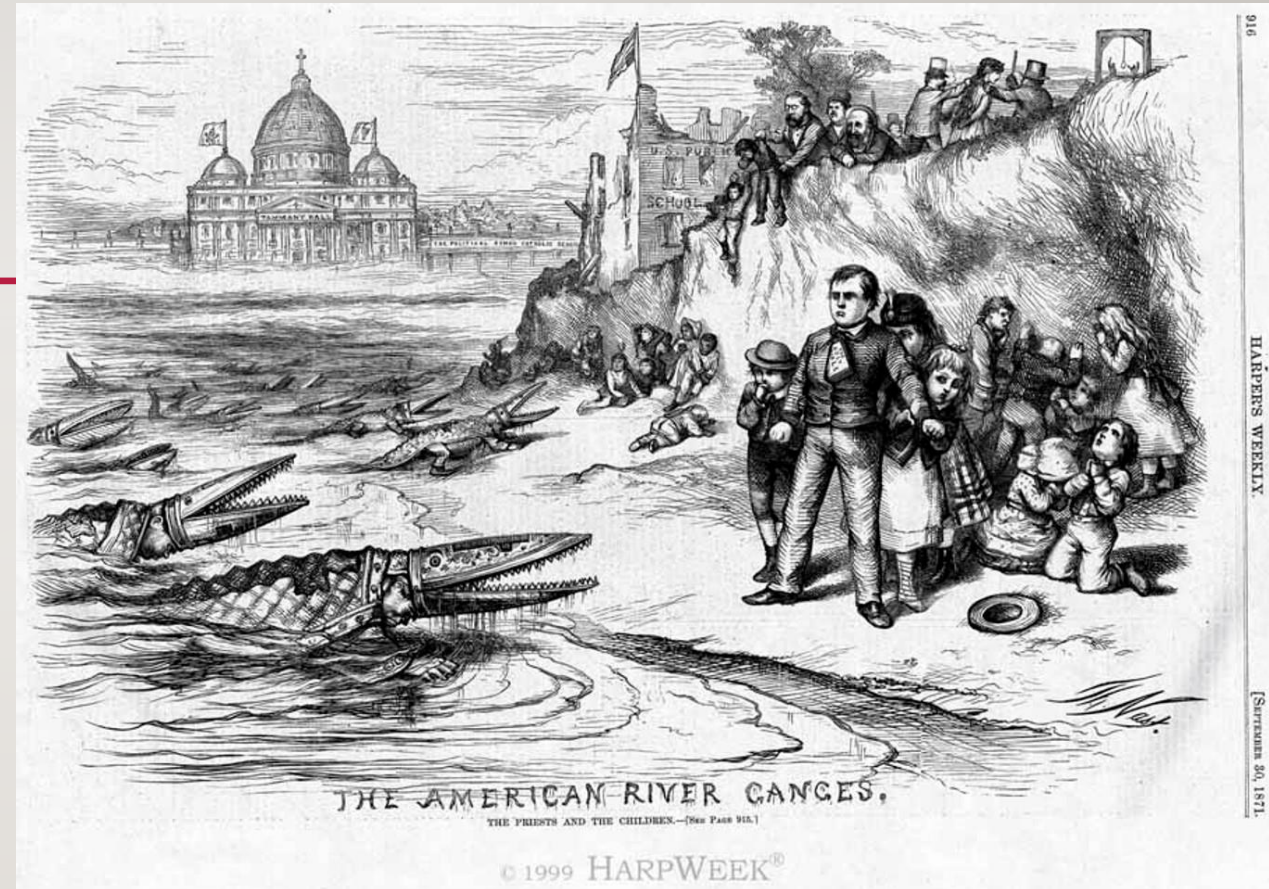
- How to **analyze fragments** of information about traditionally marginalized peoples?
- How to **synthesize those fragments** into an interpretation based on facts?
- How to **shape our collective biography** to challenge Great White Man narrative?



1700's Casta Painting:
"D'Español y D'India produce Mestizo"

let me focus on **SOURCES**

- **SLO I:** Locate sources and evaluate their authenticity, validity, and reliability
- AI-susceptible but also AI-resistant Outcome



Thomas Nast, "The American River Ganges," Harpers (1871)

START WITH THE STUDENT:

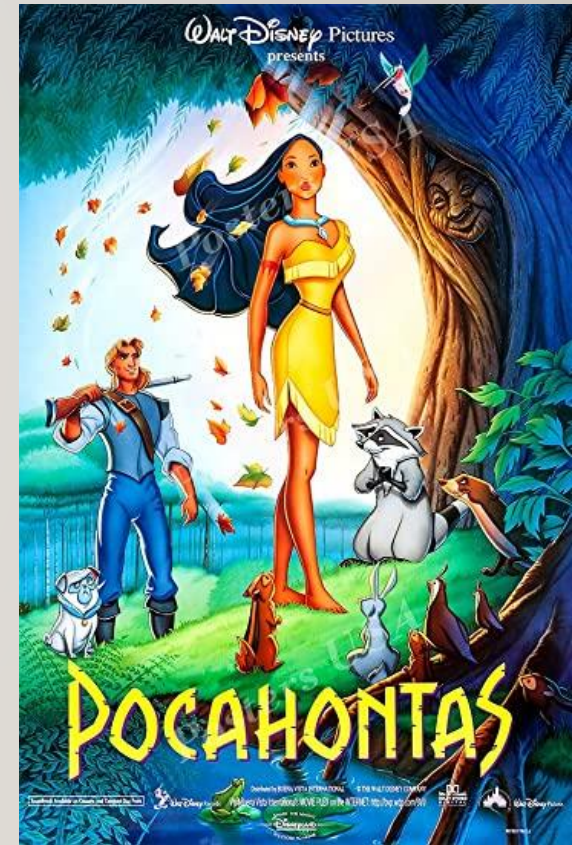
where they are and how to move them forward?

In terms of:

- **SLO I:** students encounter History sources through browser searches, Hollywood, Tik-Tok videos, vague memories from high school



Every student can identify these two figures



Assessment Challenge for SLO 1: developing these skills for **image-saturated** and **text-fragmented** age


Step 1 in Class:

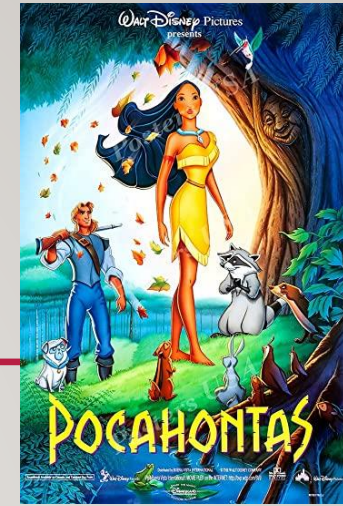
- **I Curate** OER primary source images and texts for students in Canvas
- **“Sourcing”** as a verb → questions about audience, meaning, symbols, etc.
- **Model** speculation about the marginalized from fragments
- **Orally Discuss** ambiguity and source confusion
- **Hunt** for missing voices
- **Write Reflection** by hand



STEP 2 (still in class)

Corroborating & Weaving Context

- **Compare** Sources on paper and with discussion
- **Highlight** contradiction & inconsistency
- **Weave** a context for isolated, at times confusing sources
- **Build** a framework or chronology or organizational tool
- More **Handwriting** in class
- Maybe “**Collaborations**” tool or  in Canvas.



Compare Images of Pocahontas



STEP 3: AI as co-researcher

- how to guide AI use: **ETHICAL and STRATEGIC?**
- **Most students use AI like a browser.** Start with typical question. For example: “How similar were Irish and Chinese immigrant experiences in the US? How were they different?”
- Limits of first-round **AI summaries?** Can AI summary become the source to critique?
- Transcript of AI conversation required



Collect weird, little known sources

Continue with AI as co-researcher

- **AI good at summary without attribution → So NEXT:**

“What human-generated sources did you use to create that summary? Where can I find those sources?”

- Typically, Wikipedia or archives listed.
- Follow up there. What specific primary source info was used? Ask AI about historians too. **Whose interpretation did you rely on for the summary?**
- **Can AI quote from printed scholarship?**




META-COGNITIVE REFLECTION ON LEARNING

- **Compare** in class: **AI-generated summaries with the curated class sources** so far.

“How are they different? How can the different sources support different interpretations?”

- **Offer feedback** on student participation in this Discussion and Reflection
- **Students Submit Reflection:** AI-generated vs. class materials. **AI transcript!**

TWO IMPORTANT GUIDELINES

- **“Make an effort to separate yourself from the internet”**
- **“Believe in Truth”**
- Tim Snyder has more smart ideas here 

ON TYRANNY

TWENTY LESSONS
FROM THE
TWENTIETH CENTURY

TIMOTHY SNYDER

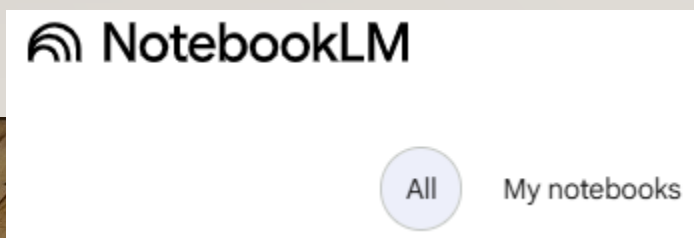
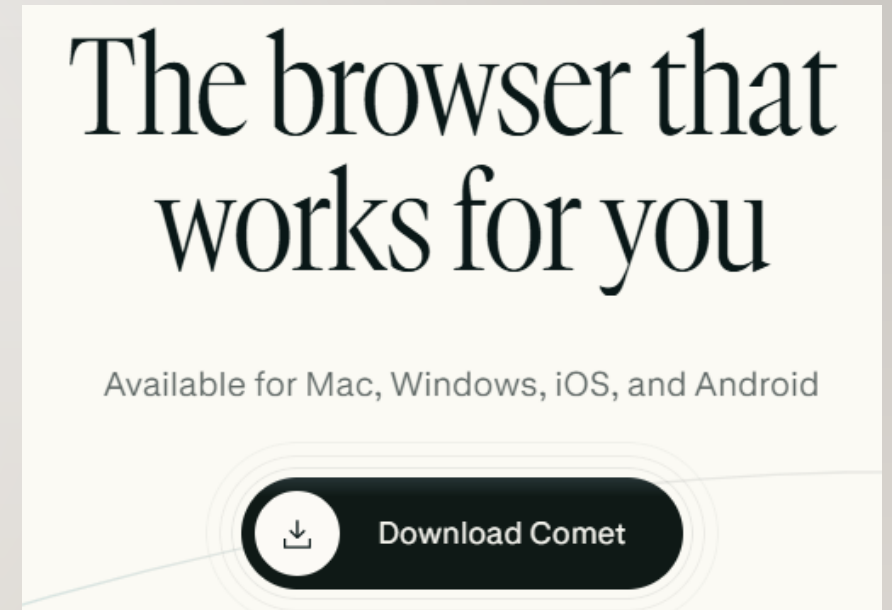
Challenges of AI-aware Assessment?

- **AI hides or obscures human-generated sources** in most summaries. Where are the human-created sources in the summary?
- **How can I identify and evaluate human demonstrations** of the SLOs?
- When does **machine-generated imitation replace** the human work?

AGENTIC BROWSER VULNERABILITY



- If this class were Asynch online?
- All the in-class work could be done with AI!
- Google Lens and “Comet” browser
- NotebookLM could also imitate an expert human on SLO I



PLEASE JOIN ME

- **Re-imagine** General Studies Assessment
- **Review** SLOs that guide 80% of your courses
- Is **ethical and strategic USE** of AI possible there?
- **Alignment** of Learning Outcomes with course content?