

Rethinking Assessment for Online & Blended Learning in the Age of AI

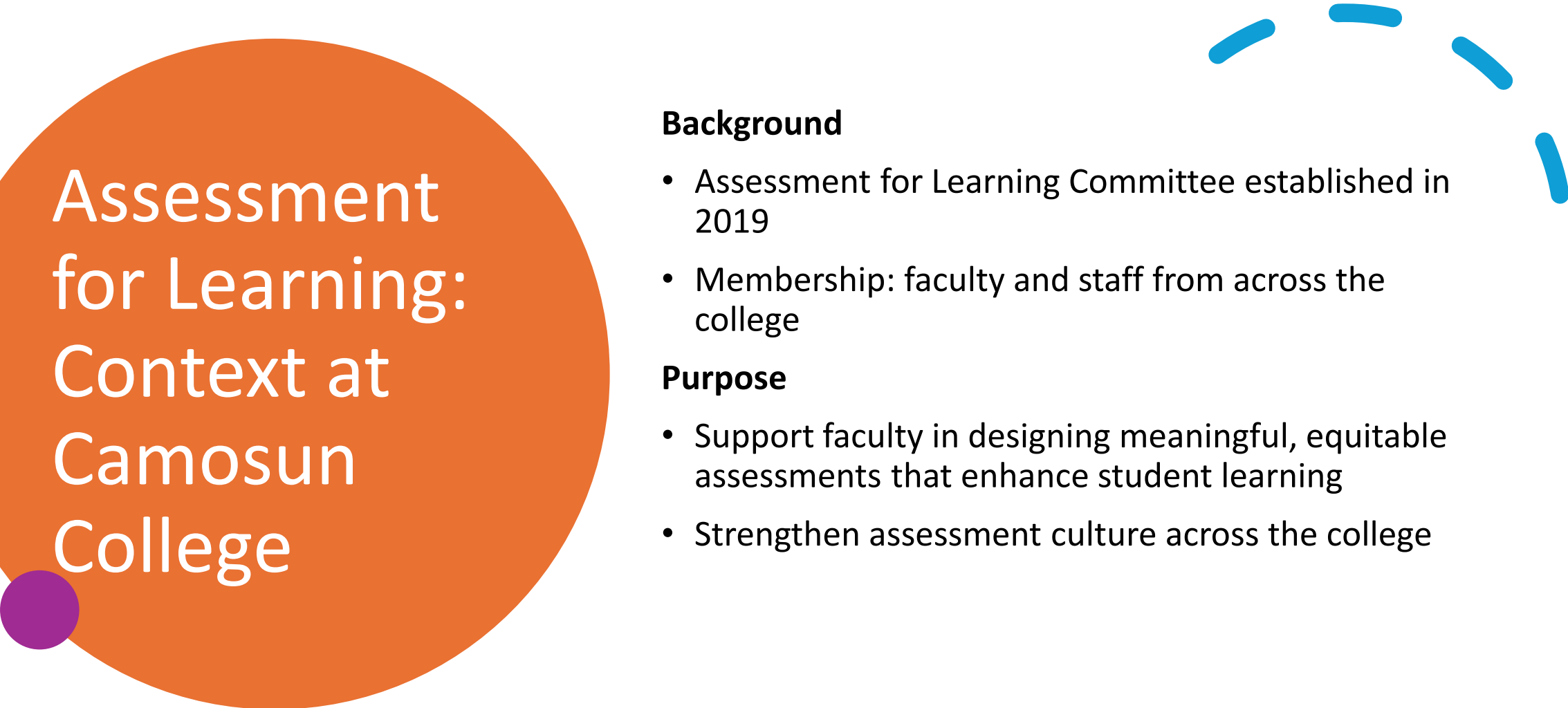


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ABEBC Conference

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Brewer

Welcome & Introductions





Assessment for Learning: Context at Camosun College

Background

- Assessment for Learning Committee established in 2019
- Membership: faculty and staff from across the college

Purpose

- Support faculty in designing meaningful, equitable assessments that enhance student learning
- Strengthen assessment culture across the college

Assessment for Learning Survey

- Spring 2025 faculty survey on assessment knowledge and practices
- 192 respondents (172 CCFA, 20 BCGEU) representing a wide range of disciplines and delivery modes

Delivery Mode:

- 190: In-Person learning (learning occurs in a shared physical space; digital tools may support)
 - 60: Online (learning occurs entirely online either synchronously or asynchronously)
 - 37: Blended (includes in person and online formats)
 - 5: Hyflex (students choose between in-person and online participation throughout course)
- Spring 2026 conducted focus groups with faculty across a variety of disciplines who teach in online and blended delivery modes

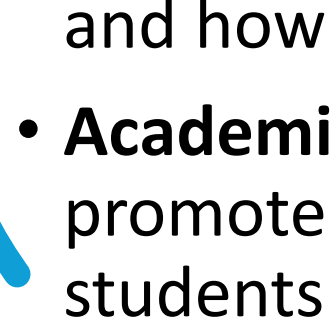

Survey Findings





Online/Blended Courses: AFL Focus Groups

Focus Group Prompts:

- **Assessment for Learning in Practice:** practices that have been effective/challenging in helping students understand where they are at in their learning and what their next steps are
 - **Feedback and Student Engagement:** how instructor provide feedback and how students are accessing, incorporating, engaging with it.
 - **Academic Integrity, AI & Trust:** assessment design and feedback to promote academic integrity; role/impact of relationships with students
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Key Focus Group Findings

How Camosun Faculty Are Rethinking Assessment for Online & Blended Learning in the Age of AI





From Product to Process-Based Assessment


Shift: Emphasis on *how* students learn, not just final outputs

What this looks like:

- Scaffolded assignments with multiple stages
- Drafts, revisions, and required feedback integration
- Reflection on learning process and decisions
- Tracking growth across the term



Why it matters in the context of AI

- Harder for AI to replicate learning progression
 - Makes student thinking and development visible
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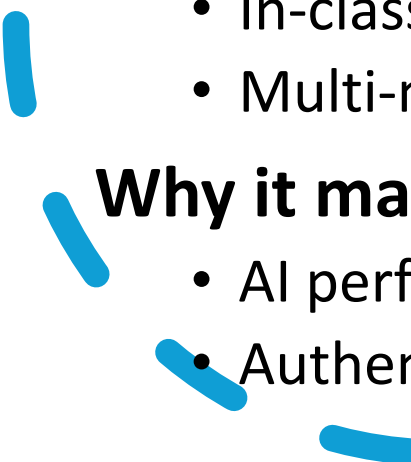
Designing AI-Resilient & Authentic Tasks

Shift: Moving away from easily automated tasks toward real-world application

What this looks like:

- Practical, applied assignments (interviews, simulations, projects)
- Tasks requiring personal voice, experience, or context
- In-class, live, or recorded demonstrations
- Multi-modal assessments (video, oral, visual work)

Why it matters:

- AI performs well on generic tasks (e.g., summaries)
 - Authentic tasks require human judgment, interaction, and context
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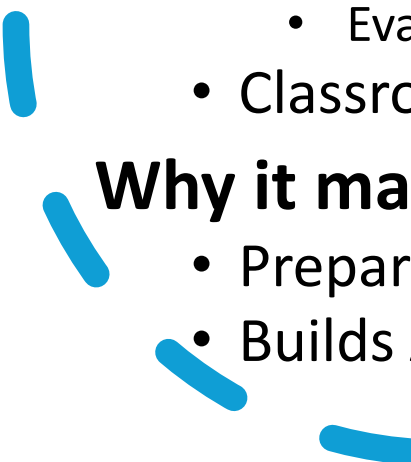
Integrating AI Transparently & Ethically

Shift: From banning AI to teaching students how to use it responsibly

What this looks like:

- AI use policies embedded in syllabi and assignments
- Required AI declarations (prompts + outputs)
- Assignments that include:
 - Using AI, then critiquing it
 - Evaluating accuracy, bias, or usefulness
- Classroom conversations about ethical/professional use

Why it matters:

- Prepares students for real-world AI use
 - Builds AI literacy and critical thinking
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Centering Assessment on Connection & Feedback

Shift: Stronger focus on relationships to support learning and integrity

What this looks like:

- Personalized, multi-modal feedback (audio, video, conversations)
- Regular check-ins and synchronous touchpoints
- Early and ongoing communication about expectations
- Feedback tied to higher-order thinking (not just correctness)



Why it matters:

- Stronger instructor-student connection builds trust
- Makes it easier to recognize authentic student work
- Encourages engagement beyond AI-generated responses



Activity: How is AI Shaping Your Assessment Practices?

Step 1: Quick Individual Reflection (2 minutes)

Silently reflect on the following question:







“What is one way your assessment practices have changed (or need to change) because of AI?”



Jot down 1-2 ideas separate sticky notes.



Step 2: Group Discussion (6-8 minutes)

- Discuss and capture your individual responses under **these 4 themes**:
 1. **Process over Product**: Are you changing how students show their learning over time?
 2. **Authentic / AI-Resilient Tasks**: Have you redesigned assignments to make AI less useful?
 3. **AI Integration**: Are you allowing or guiding AI use? How?
 4. **Human Connection & Feedback**: Are you doing anything differently to connect with students or support learning?
 - Share and note concrete examples: what you actually do.
 - Star **one** strong idea per theme
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Rapid Share-Out

Step 3: Rapid Share-Out (3-5 minutes)

Each group shares:

- **ONE** assessment practice others should try

