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Title: Humanising Teaching in the Age of AI: Reclaiming Assessment as Evidence of Graduate Capability

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Abstract

The emergence of Artificial Intelligence (AI) within higher education has intensified ongoing debates concerning academic integrity, the validity of assessment practices, and the evolving role of universities. The arrival of AI has foregrounded existing weaknesses in assessment systems that frequently prioritise task completion over the development and demonstration of authentic graduate capabilities. Generative AI technologies increasingly demonstrate the capacity to produce sophisticated academic outputs. Higher education institutions are compelled to move beyond a narrow focus on detection and compliance, and instead reconceptualise assessment as a meaningful demonstration of learning, critical thinking, creativity, ethical judgement, and broader human capability.

Within the framework of humanising teaching for transformative higher education, AI presents a valuable opportunity to reconsider the purpose of assessment and the graduate attributes required in a rapidly evolving global context. Traditional assessment approaches, particularly those reliant on the reproduction of content, are becoming progressively inadequate in an environment where information generation can be readily automated. In response, higher education must prioritise authentic, process-oriented, and reflective forms of assessment that foreground human agency, problem-solving capacity, collaboration, and the application of knowledge within authentic contexts.

This paradigm shift necessitates that educators design learning experiences that promote deep engagement with knowledge, rather than the superficial production of outputs as evidence of completion. In this regard, AI literacy must be recognised as a critical graduate attribute, equipping students with the capacity to engage responsibly and effectively with intelligent technologies, while maintaining intellectual ownership and ethical accountability for their work.

Humanising teaching in the era of AI entails a transition from assessing what students can produce to evaluating what they are able to meaningfully enact, articulate, justify, and contribute.