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Paper presentation

Subtheme: Assessment for Learning and Assessment Transformation/ or in contemporary times

Title: From AI Detection to Assessment Transformation : Lessons from Social-Consciousness and Sustainable Futures Module

Since the inception of Chatgpt in the early 2020s, there has been a rapid adoption of generative artificial intelligence (AI) tools. The use of these tools in higher learning institutions has intensified debates around academic integrity and assessment validity in higher education. Most traditional written assessments are vulnerable to AI-assisted completion, while at the same time AI-detection tools remain inconsistent and prone to inaccuracies. This creates a growing tension between maintaining academic credibility while recognizing the realities of AI use within learning environments.

This paper takes observations from the Social Consciousness and Sustainable Futures (SCSF) module, a first-year undergraduate course designed to develop students' critical awareness of social justice, identity, citizenship, and sustainability challenges. As a facilitator within the module, I observed that many students relied heavily on generative AI tools when completing assessments intended to evaluate their understanding of complex social issues. As a result, it became increasingly difficult to determine whether submitted work reflected genuine engagement with course content or the outputs of AI prompts.

At the same time, assessments that required students to engage with personal experiences, local contexts, and community realities appeared to drive more authentic responses and greater evidence of individual meaning-making. These observations suggest that assessment design, rather than surveillance detection methods, may be the more effective response to the challenges posed by AI.

Using the SCSF module as a case study, this paper argues for assessment transformation that prioritises authentic, contextualised, and reflective learning tasks. It also proposes that higher education institutions move beyond rigid assessment models

and reconsider how student learning is demonstrated in an era where AI-generated text can be easily humanised and AI-detection systems remain unreliable. By prioritising assessments that connect disciplinary knowledge with students' lived experiences and local realities, educators can create opportunities for meaningful learning while preserving assessment validity in an increasingly AI-mediated educational landscape.