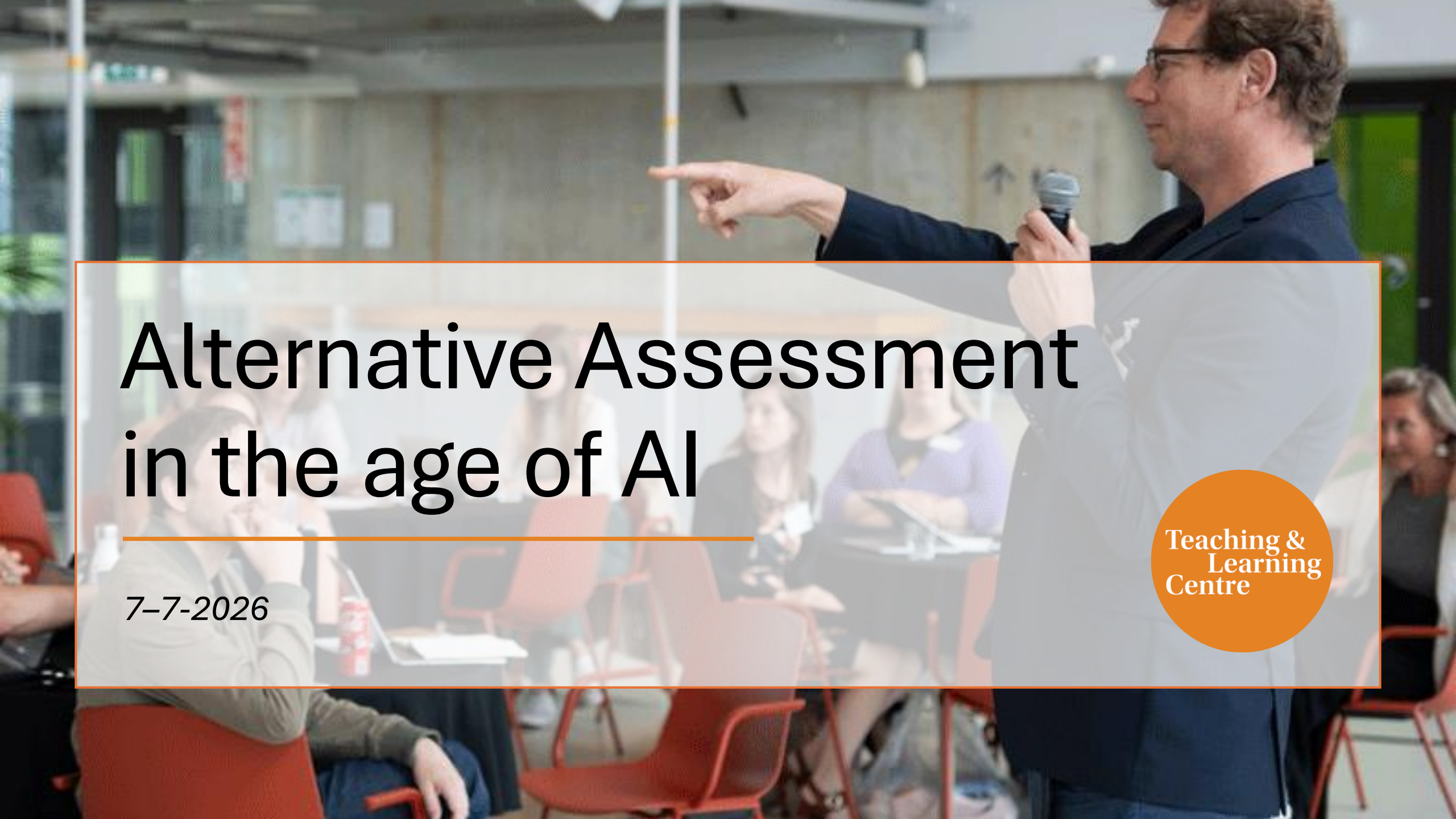




Alternative Assessment in the age of AI

7-7-2026

Teaching &
Learning
Centre

Introduction

By Dr. Sharon Klinkenberg



Dr. Brenda Jansen

is an Associate Professor of Developmental Psychology, Director of the College of Psychology, and former chair of the Psychology Examinations Board. She will discuss the board's challenges in maintaining assessment quality for written assignments within the college and graduate school.





Unsplash/G.R.Mottez



Hanna Emmering

26 sep 2025 om 11:21

**Webinar recording & slides Two Lane
Approach by Danny Liu**

Dr. Saurabh Khanna

is an Assistant Professor of Communication Science at the University of Amsterdam and Research Associate at Pembroke College, Oxford, and will share his approach to thoughtfully incorporating AI into his programming education and assessment.



Why *canvasfeed*?

- Focus on formative assessment
- Innovate: Personalized + collective feedback
- Connects with current ecosystem
 - UvA AI chat API
 - UvA Canvas
- Private and secure (runs locally)
- Ease of use (just need a canvas link)

Demo

Setup and more tools at:
tlcfmg.github.io

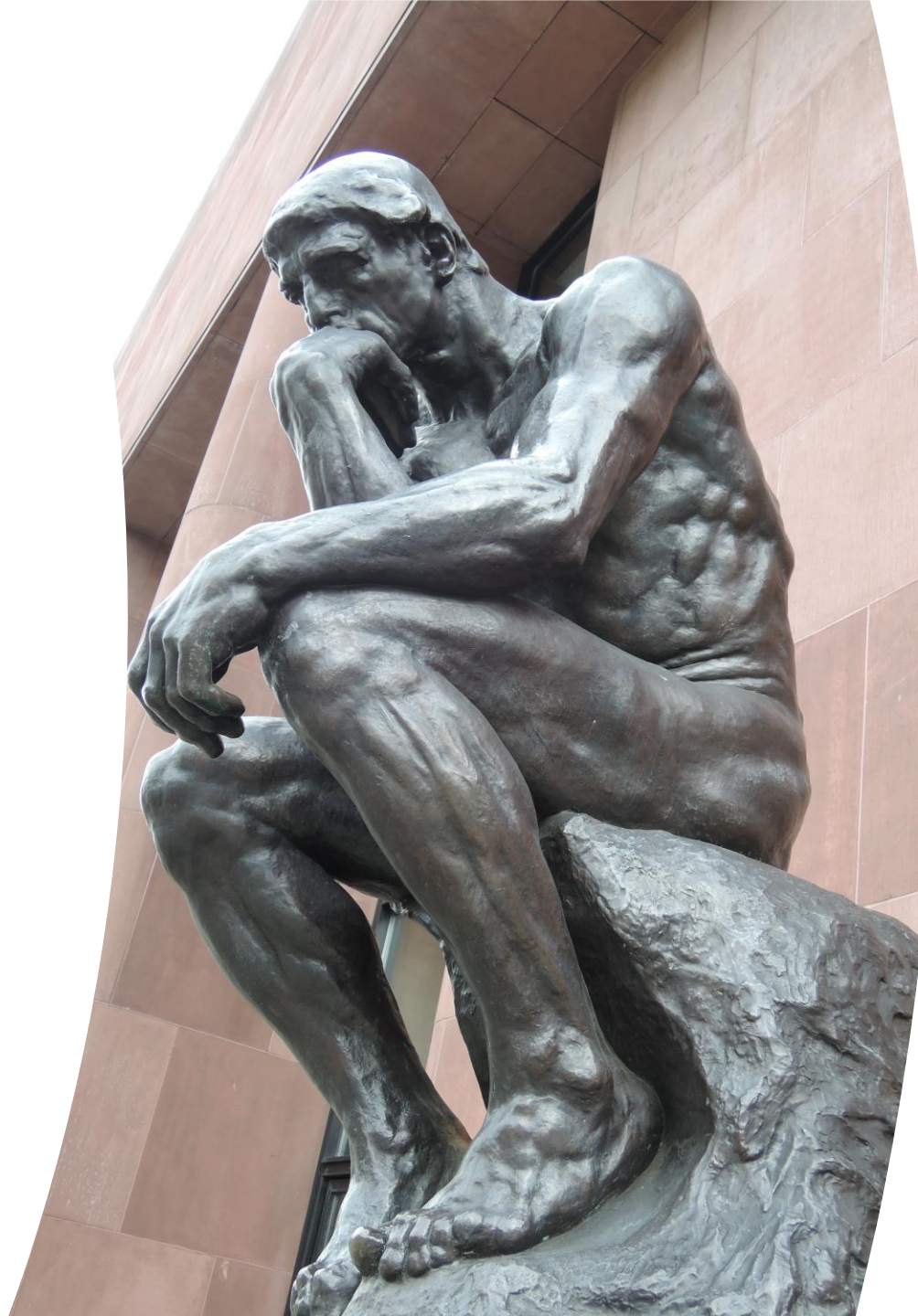


Dr. Krisztina Lajosi-Moore

is Program Director and a Senior Lecturer in Modern European Culture at the University of Amsterdam and will show how she uses critical reflection on AI generated content as a powerful learning and assessment tool.



Prompting the Past: Using AI for Activating Learning and Critical Thinking about History



- Policing or Pedagogy? - Meaning making and honing intellectual autonomy.
- Educational environment based on trust, curiosity, transparency and reflective practices.
- My "three C-rule" for an ideal classroom: *curious, creative, collaborative*.
- How we teach and what we assess. What are tests for?
- Productive friction is part of teaching and learning.
- Learning is a self-reflective process. What do you know? How do you learn? Know and control yourself as a learner.
- Teaching the basics about and with AI (AI-literacy embedded in source criticism of the history course)
 - What AI is? What is an AI output? When is AI enhancing and when it is hindering learning?
- AI as an **epistemological challenge**, and not simply as a "digital tool" --> recognizing bias in "traditional" and AI sources.
- AI as learning "buddy", inspiring to make an effort, rather than reducing friction.
- The ultimate goal of my teaching is to inspire to read, write, think, and create.
- Read our article: <https://tlc.uva.nl/article/genai-in-het-eerstejaarsvak-constructing-europe/> .

Dr. Alessandro Nai

is an Associate Professor of Political Communication at the University of Amsterdam and will share how he integrates oral examinations into his courses to assess deeper understanding in the age of AI.



A deep discussion with the student

ADVANTAGES

- Deep assessment possible
- Discussion can be personalized (if needed)
- Appreciated by the students! We take them seriously

AREAS OF ATTENTION

- Hardly scalable
- Requires experienced evaluators
- Students unfamiliar: requires expectation management and careful preparation

Dr. Julia Hülsken

is a psychologist and lecturer at Amsterdam University College, and will elaborate on the design and value of interactive oral examinations for fostering authentic student performance and academic integrity.



The case for IOAs – or what do we know when a student submits an excellent paper?

IOAs make thinking observable through

- Better evidence (e.g. decision-making, responses to a challenge)
- Better alignment (professional judgement, application of knowledge)

Three practical design principles

- Start with authentic scenarios
- Probe reasoning
- Judge against clear criteria

Real-life experiences

AI is a catalyst to use IOAs –
not the reason!

Dr. Philippe Versijp

is a finance scholar and current chair of the Examinations Board at the Faculty of Economics and Business and will explain how the board is shifting towards process oriented evaluation of thesis education in response to AI.

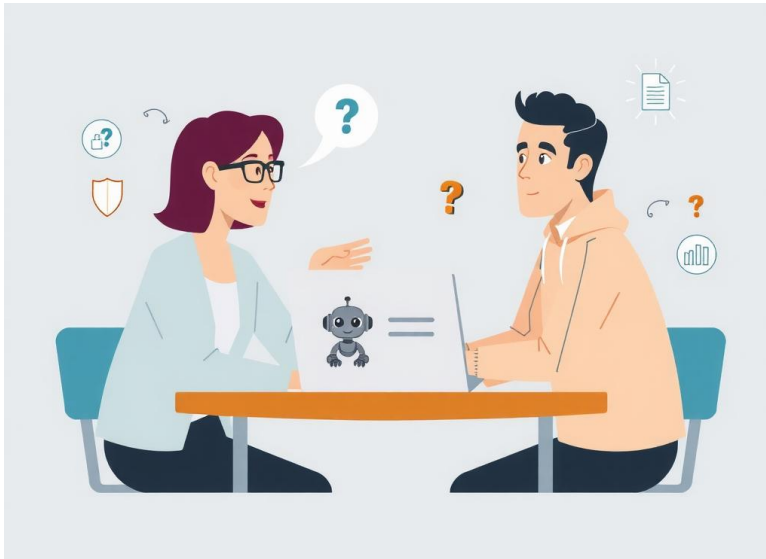


From end-product to process: theses and AI

Default EB: AI generated text = plagiarism ➡ Thesis very vulnerable!

But: learning objectives at EB do not have writing at their core ➡ So safeguard learning objectives not through the end product (text) but during the process, through critical questioning.

Four meetings ➡ students have to show mastery / control in direct questioning with the supervisor each time ➡ Two fails? ➡ Game over!



Pro: I can worry less about AI.
(but the issue isn't fully 'solved', of course)
Con: more work for supervisors (forms for a progress report for each meeting help); managing them is quite a task...



Panel Discussions



Wrap-up

By Prof. Jessica Piotrowski-Taylor

